

Reading room

June, 1961

# Catholic School Journal

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**MANAGEMENT SECTION, page 43**  
**features Racine Dominican College**





## the compact office electric by Smith-Corona

Here is the most teachable typewriter ever made... the new Compact 200 by Smith-Corona. It is compact in appearance and in fact... and sensibly priced at about what you'd expect to pay for a manual.

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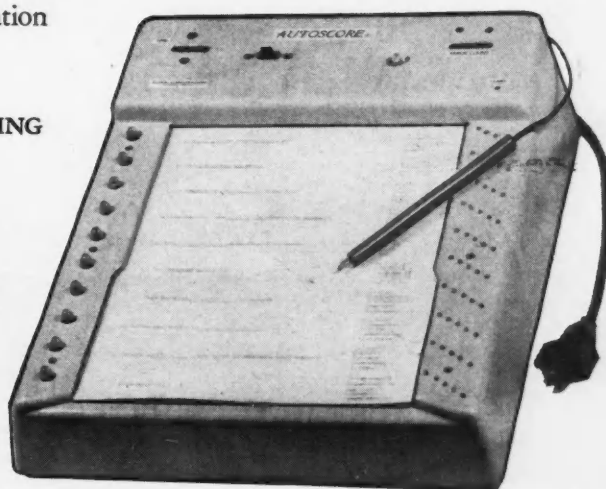
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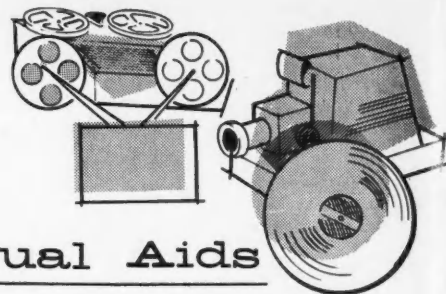
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# Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

**JAM HANDY**  
2821 E. Grand Blvd.  
Detroit 11, Mich.

## A Miracle on Demand

This is a 37-minute color film depicting the work of the Pontifical Association of the Holy Childhood. It dramatically provides exciting glimpses into the lives of missionary priests and nuns in an Indian village in the Amazon jungle where a medical missionary employs unique means of dealing successfully with ancient superstition and certain tribal customs. The presentation is straightforward and readily understandable by elementary school children.

**BAILEY FILMS, INC.**  
6509 DeLongpre Ave.  
Hollywood, Calif.

## The Grass-Blade Jungle

An 11-minute 16mm. sound film priced at \$120. It demonstrates that every back yard or grown-over spot teems with a most interesting variety of small wild animals which are fascinating to observe and study. Each has a special function and the interrelationships are often surprising. Here, right at hand, is a backyard safari available to anyone who wishes to explore it, and the film offers an alluring introduction to this attractive and worthwhile pastime, which may become an absorbing hobby.

## Globes: Their Function in the Classroom

A 14-minute color 16mm. sound film designed especially for prospective and in-service teachers. It offers specific help to the teacher in making globes of optimum use in the classroom and uses for illustrative purposes the best globes available from the leading globe producers. The globe is the only accurate map of the world and as such is an indispensable tool of learning in science and social studies.

The film shows the principal types of globe mountings and the values and limitations of each. It explains the fact

that there are different kinds of globes for different grades; as pupils advance in maturity, more complex globes are understandable and more adequately meet their needs. From a very simple globe young children can learn that the earth is round and that land and water areas differ in size and shape as well as location on the earth's surface. More advanced globes show surface features and can be used as a basis of understanding the natural geographical conditions which influence the lives of men in different parts of the world. Combined physical-political data are more complex, and show elevations, populations, depths, and man-made patterns. Used well with appropriate maps, the globe can illuminate the study of science and social studies remarkably and can be a most satisfying source of highly valuable information. Relief globes, celestial globes, and motorized globes with rotating planets and satellites are useful in higher grades. Slated globes can be made to serve specific learning purposes in the classroom. This film supplies excellent tips on how a teacher can vitalize teaching by intelligent use of globes.

**WALT DISNEY PRODUCTIONS**  
Educational Film Division  
Burbank, Calif.

Excerpted from the feature film **SECRETS OF LIFE** are four 16mm. sound, short subjects designed for classroom use in science and nature study. They are in delightful color and are very effective. Although not organized as separate units. They are as follows:

## Secrets of the Ant and Insect World

Runs for 13 minutes and costs \$130. In it a recognized authority on ants and an excellent photographer shares his observations of ants in his own studio and garden. With the aid of photo-microscopy we see the leaf-cutting ants carrying their bits of leaf material which is chewed to bits and covered with fungus growth thus providing their only daily food. Similarly, we see the

hunting ants eating termites, the dandelion ants feeding on dandelion heads, and the honeysuckle ants which feed on their martyr repletes that have stuffed themselves with honey for this purpose. The film shows that all ants tunnel and some store honey. Shown also is the savage warfare of the black and red ants which cut off the legs or heads of their opponents. Interesting, too, are the division of labor, protection of the young, and the remarkable instinct shown especially by the black raider ant.

## Secrets of the Bee World

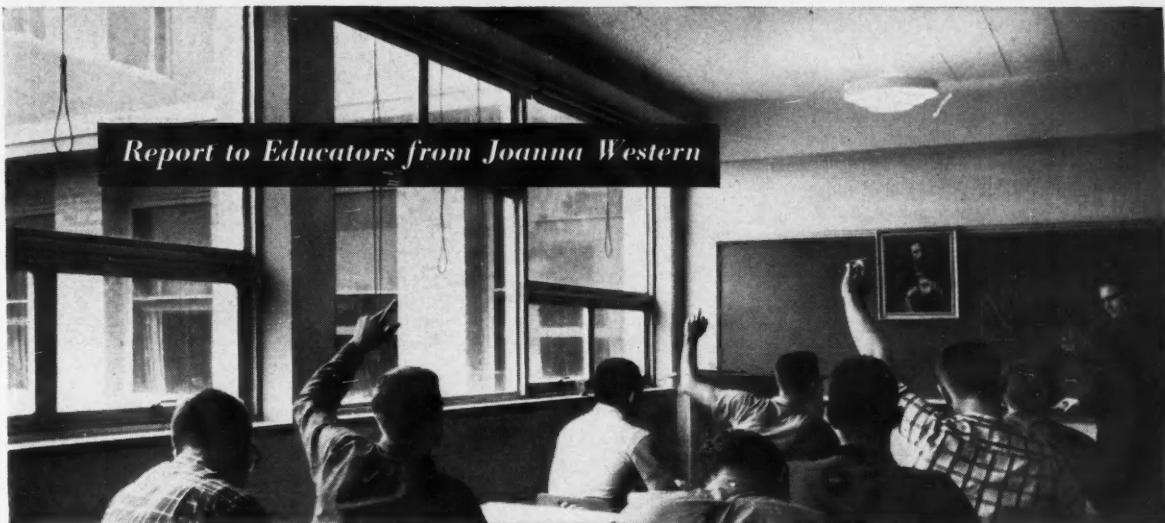
Runs 13 minutes and costs \$130. With the aid of time-lapse photography, this film supplies vivid details of life in a beehive where the bees build the cell walls. We see how the bee chemically produces the wax which it exudes between the scales of the abdomen and another bee uses it to build the cell wall. Other bees collect nectar, and the bees process this nectar through their digestive systems and store it as honey. Some of the bees feed royal jelly produced by the workers to 3 or 4 of the eggs which are to develop into queen bees. The first queen to hatch destroys any other unhatched eggs or fights to the death if two hatch simultaneously. This intimate picture of the highly organized life of the honey bee is completely fascinating and most impressive.

## Secrets of the Plant World

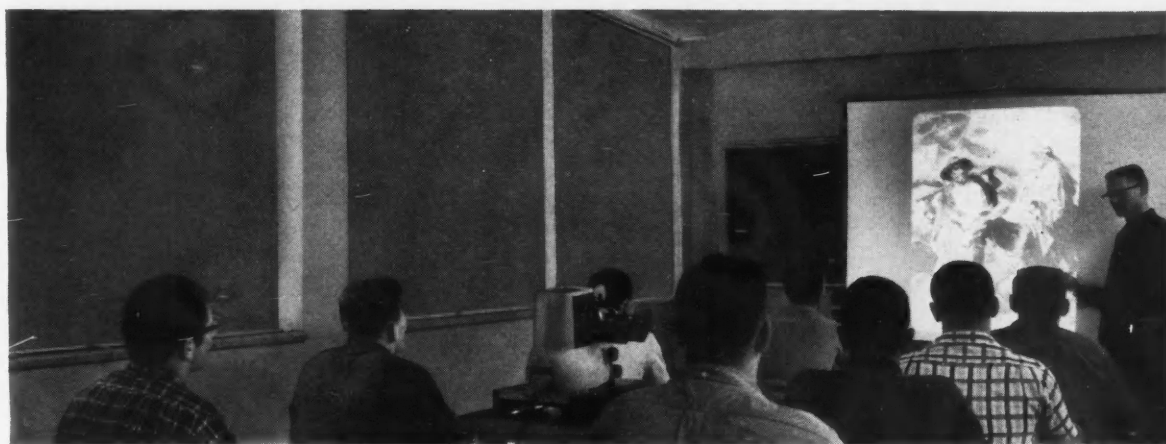
Runs 15 minutes and costs \$150. This beautiful presentation shows the many fascinating ways in which plants reproduce themselves. Always shown in a most effective environment these lovely trees, grasses, shrubs, and other plants demonstrate their processes of getting their seeds carried and planted. For example, the winged seed of the milkweed opens its little parachutes and sails off into the air to find a fertile spot for growth. The witch hazel shoots its seeds as far as 30 feet. When a fire threatens, the evergreen releases its seeds to prolong the existence of its species. The corn blossom deposits pol-

(Continued on page 6)

## Report to Educators from Joanna Western



At Loyola Academy, Wilmette, Illinois ...



... opaque shades convert classrooms to audio-visual rooms — fast.

## How to Control Light...to Light up Young Minds

Regular classroom work is coordinated easily with audio-visual presentations at Loyola Academy. All of Loyola's 37 classrooms are equipped with Joanna EXLITE Shades. Rooms in the proposed new second story on the eastern wing will have them, too. Thus, films, movies and slides can be shown right in the classrooms, thanks to these opaque shades which provide 80% to 85% light exclusion.

"Audio-visual teaching techniques are becoming increasingly important and take up to 33% of in-class time," says Father C. E. Conroy, Administrative Assistant, Loyola Academy, Wilmette, Illinois. "And, moving from classroom to projection room is not only time-consuming, but distracts students from the subject matter."

"Shades for the 37 classrooms cost \$3,000—\$4,500 less than draperies—and maintenance costs have been negligible," says Father Conroy.

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Chicago 16, Illinois

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Title

Address

City  Zone  State

## Evaluations of AV Aids

(Continued from page 5)

len on the silk of the ear so that each kernel is fertilized. Some plants live on insects which they capture in ingenious manner and then devour. We see demonstrated the unusual equipment of the bee which pollinates many varieties of blossoms. This well-organized and tremendously effective film presents abundant information against a beautiful backdrop of natural beauty.

### Secrets of the Underwater World

Runs 16 minutes and is priced at \$150. Well-known marine biologists and famous naturalists use underwater photography to show us interesting and unique animals and plants which live in the water. The nymph of the dragonfly eats little fish. The target fish shoots a droplet of water at a moth above the water; the moth drops and is eaten by the fish. The angler fish protrudes an extension of his nose as bait for other fish; when they reach for what looks like a luscious worm, he snaps them up for his own lunch. Close-ups of interesting and sometimes very amusing animals and plants add a note of entertainment and fun.

### FILM ASSOCIATES OF CALIF.

11014 Santa Monica Blvd.

Los Angeles 25, Calif.

#### Discovering Color

A 17-minute 16mm. sound color film available at \$135 with teacher's guide. This film delightfully presents the beauty and science of color. It describes the basic color concepts showing how color may differ in hue, value, and intensity. With fascinating color pictures the introduction shows how exciting color is, how it is all around us, and how with keen observation we can see and enjoy much color not usually noticed.

First, we see how color may differ in hue. As light passes through a prism, we see the spectrum's six basic colors: red, orange, yellow, green, blue, and violet, and these hues are illustrated with most attractive views from nature. Then we see how, by mixing any two of the primary colors (red, yellow, and blue), we obtain secondary hues (orange, green, or violet).

The second way in which color may differ has to do with a change of value. Adding white will lighten it, whereas adding black darkens it. Illustrating with beautiful color scenes the narrator shows just how pleasingly nature changes the value of a hue and achieves some extraordinary effects.

Intensity is the third way in which

color may differ between brightness and dullness. The film shows the six basic colors arranged on the usual color wheel and then proceeds to demonstrate how the addition of a dab of the complementary hue directly across from any color on the wheel dulls that color. As an example, we have the many lovely variations of brown in nature.

This film is technically excellent, and provides important basic information in an aesthetic and effective manner. Elementary and junior high students will find it pleasing and valuable, and some of the adults who previewed it also found it quite worthwhile.

### OFFICE OF EDUCATIONAL ACTIVITIES

"New York Times"

229 W. 43 St.

New York 36, N. Y.

### Cuba: Caribbean Powder Keg

This *N. Y. Times* filmstrip on current affairs (for April) deals with "Explosive Cuba," which under Fidel Castro has put Latin America into the "cold war." It takes up the critical developments just off U. S. shores in terms of the United States, which views Cuba as a growing outpost of Communism, and the Cubans, who proclaim themselves at the forefront of a social revolution in Latin America.

It sets the current break in U. S.-Cuban relations within the framework of a close but stormy relationship that developed when Castro began his struggle to overthrow the Batista dictatorship. The filmstrip examines the Cuban "sugar economy" and the lot of the peasants that are the core of Castro's strength, Cuban-Soviet friendship, and the problems facing the U. S. and the other nations of the Americas.

CUBA: CARIBBEAN POWDER KEG is in 58 black and white frames, for 35mm. projectors, with graphic current and historical photographs, cartoons, maps, and charts.

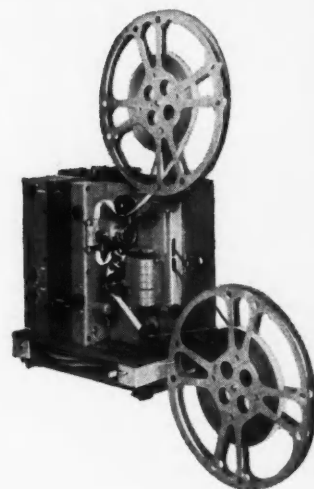
Accompanying the filmstrip which costs \$2.50 is a discussion manual that reproduces each frame and adds below it supplementary information for each frame. The manual also has a general introduction to the subject, discussion questions related to sections of the filmstrip, suggested activities, and suggested reading.

### Russia and the Satellite Empire

Another recent 57-frame filmstrip is similarly available from the *New York Times*. With the currently heightened interest in the spread of Communism in Laos and elsewhere, this filmstrip

(Continued on page 8)

## Good reasons for RCA projector popularity!



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- Easiest, fastest threading in the 16mm field!
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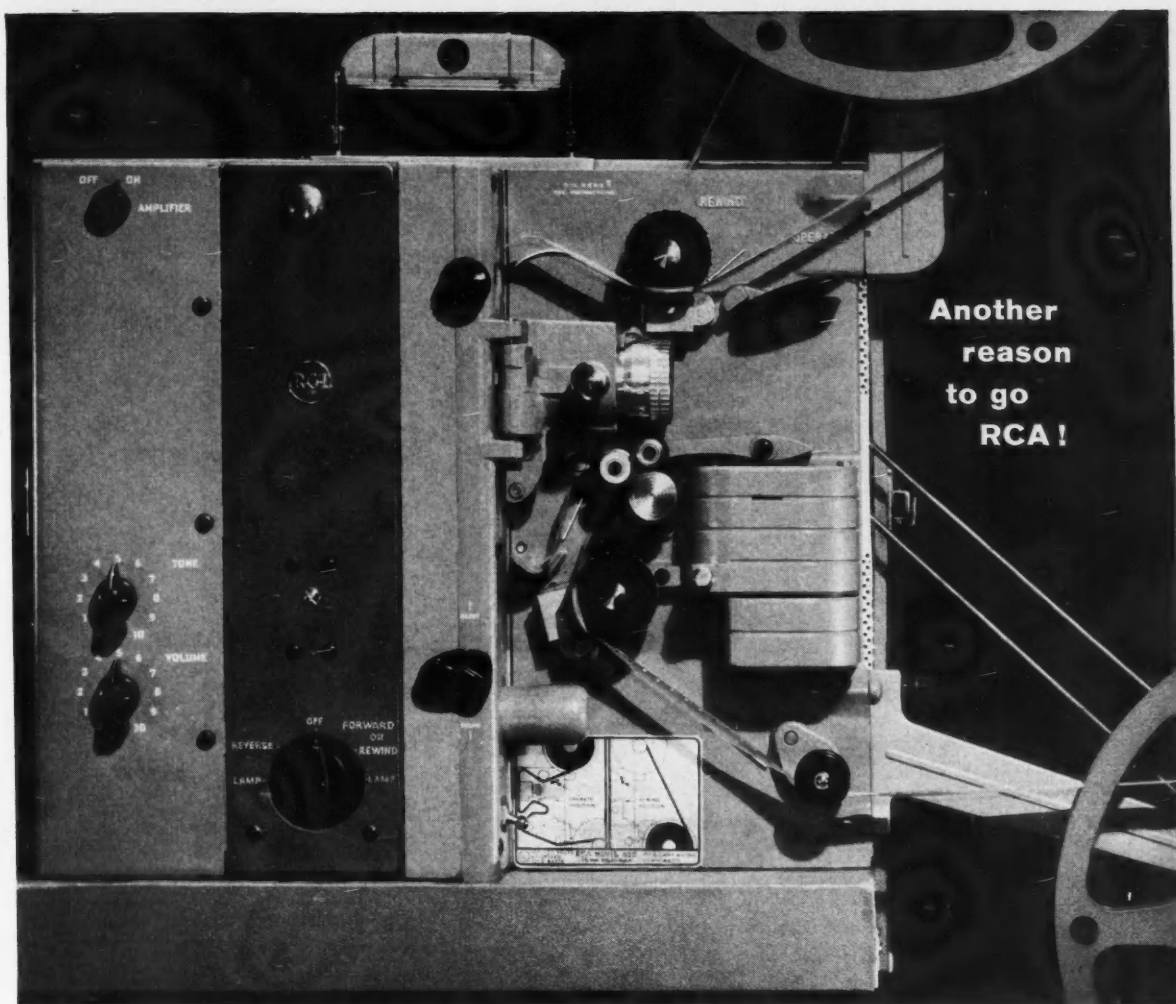
\*Rigid endurance standards have been set for RCA "LIFE-TESTED" Projectors. Individual components as well as finished projectors are subjected to continuous testing to evaluate the durability and efficiency of all operating parts. "LIFE-TESTED" at RCA means better, more reliable performance from RCA Projectors.



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to go  
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Here are some examples of what we mean. New nylon film pressure shoe treats film extra gently, operates more quietly, lasts two to three times longer. New claw design accommodates new or old film with equal facility. New single switch reverse operation is quick, quiet and safe. New one-piece intermittent cam and gear replaces conventional three-piece assembly, reducing maintenance. New single switch action assures more convenient operation.

Changes such as these represent RCA's continuing effort to improve the performance and dependability of its projectors. No, we haven't changed the basic design, and with good reason. That's because this design affords you what is—and always has been—the *easiest threading film path of any projector on the market*. You'll be glad we kept it that way!

*Be sure you consider the new features and the familiar ones . . . when your RCA Audio-Visual Dealer demonstrates these new "E" Series Projectors. He's in your Classified Directory under "Motion Picture Equipment and Supplies." Call soon and see for yourself.*



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IN CANADA write—American Optical Company Canada Ltd., Box 40, Terminal A, Toronto, Ontario

## Evaluations of AV Aids

(Continued from page 6)

supplies interesting background information on Russia's advance. It shows how in November, 1960, an international conclave of Communist parties met at Moscow to hammer together a platform for Communist policy in the cold war. From this meeting of Communist representatives of eighty-one nations emerged a wordy and contradictory communiqué. On one hand it re-asserted the Communist goal "to eradicate all Western influence, political, military and economic" in Asia, Africa, and Latin America and on the other hand backed Soviet Premier Khrushchev's line that war is not "fatally inevitable," as more belligerent Communist China had previously maintained.

Though the meetings were held in secret, subsequent reports that leaked out of the Communist camp indicated a large area of disagreement among the Communist bloc nations. Albania and the Asian Communists, for instance, sided with Communist China's belligerent views, while most of the European satellites backed Khrushchev's subtler policy in dealing with the West. These disagreements do not by any means presage the crumbling of the Soviet empire, but they do reflect the growing diversity of views in the Soviet bloc and the growing influence of Communist China.

In the days of Lenin and Stalin, doctrine and policy for the whole Communist world movement were set by the single supreme leader in Moscow. Those who opposed his infallibility—like Trotsky in Russia and Tito in Yugoslavia—were cast out. In the Khrushchev era, however, with over 36,000,000 members enrolled in eighty-six national Communist parties, the Communist monolith has been frequently strained by disputes. Faced with this strain, Khrushchev has adopted a more flexible policy in dealing with Communist party factions in Russia and in the satellite nations that comprise seven out of the twelve Communist-dominated lands. Yet Khrushchev has clearly shown that Russia intends to keep a firm hold on its empire in Eastern Europe.

## CORONET INSTRUCTIONAL FILMS

65 E. South Water St.

Chicago 1, Ill.

## Reading Improvement

A series of five 16mm. sound films intended for students in intermediate grades, junior high school, or senior high school in case such students need such

(Concluded on page 10)



## WHY JULIUS SUMNER MILLER CAME TO CENCO WITH HIS NEW IDEA...

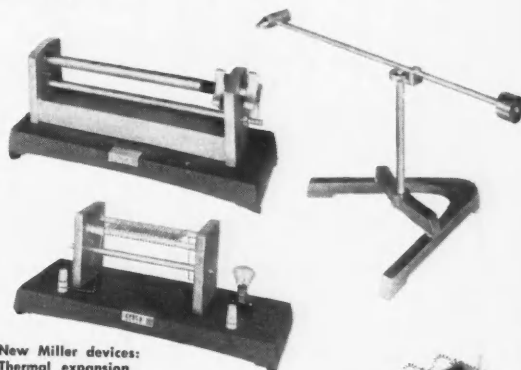
Julius Sumner Miller, Professor of Physics at El Camino College, California, came to Cenco with ideas for four proved teaching devices which would stimulate student interest and demonstrate important laws in physics. Cenco engineers, in collaboration with Professor Miller, have designed and developed these new devices... a thermal expansion apparatus... a temperature coefficient of resistance apparatus... a rocket propulsion demonstrator... and a triple track inclined plane. These teaching aids fit into any physics course. They are sturdily built for student use and of large dimensions for lecture demonstration. Professor Miller is typical of scientists in both the teaching profession and in industry who come to Cenco and find a cooperative atmosphere for the development of new ideas. This is another example of new laboratory instruments from Cenco to aid in teaching the fundamentals of science.

### CENTRAL SCIENTIFIC

A Division of Cenco Instruments Corporation

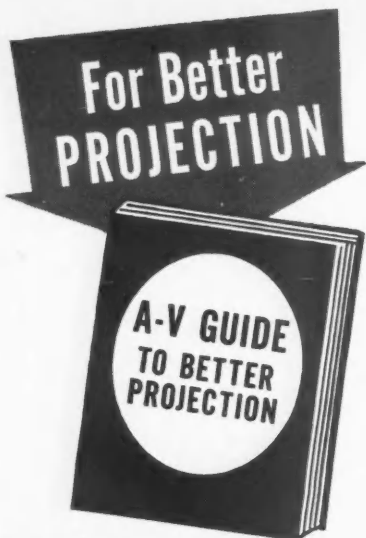
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demonstrator No. 76176,  
\$29.50 (top right);  
triple track inclined  
(bottom right).  
plane No. 74870, \$69.50






# FREE AUDIO-VISUAL PROJECTION GUIDE

An extremely useful guide to anybody who is using or considering using any type of projection equipment. Covers motion picture, silent and sound, slide, slide-film, opaque, overhead projection for all types of users—schools, churches, industry, sales. Covers every phase of projection—proper arrangement of projection facilities, acoustics, equipment, screens. Fully illustrated. Is a gold mine of valuable information, complete, thorough—but easy to understand. Fill out coupon for FREE Copy—also full information, specifications on the complete line of Radiant modern projection screens for every need.

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## Evaluations of AV Aids

(Concluded from page 8)

assistance. Each of the films runs 11 minutes and sells for \$60 in black and white or \$110 in color. They are designed to be used singly or as a series, if so desired.

The five motion pictures show school children and a teacher in classroom reading situations. Poor readers are contrasted with good readers to teach effective reading skills. The films are:

**DEFINING THE GOOD READER** which shows what makes a good reader; how each student may judge his own reading ability, and the advantages of being a good reader.

**WORD RECOGNITION SKILLS** tells how to recognize words by form, context, "sounding them out" and use of the dictionary.

**VOCABULARY SKILLS** shows the importance of a good vocabulary and how to build vocabulary by writing down unfamiliar words, by referring to the context and the dictionary, and by using them in reading and speaking.

**COMPREHENSION SKILLS** shows how paragraphs are organized, how to outline what is read, how to preview, organize the main ideas, and review for best comprehension.

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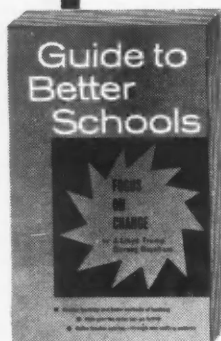
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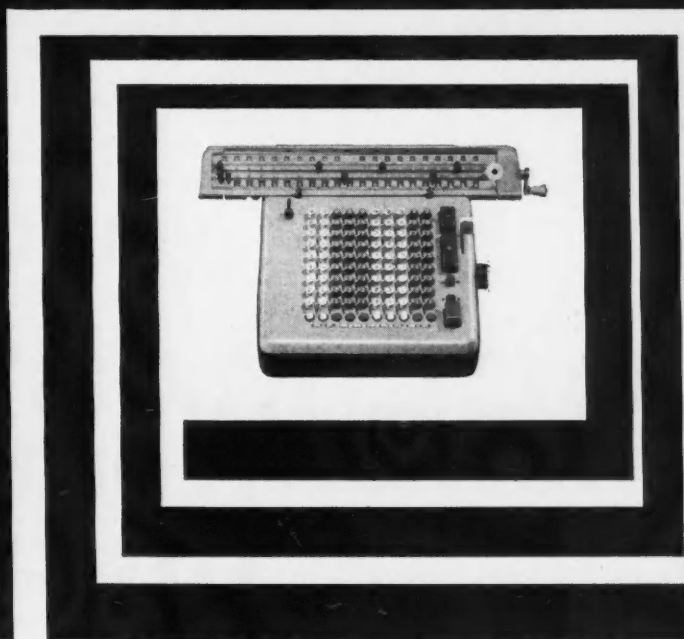


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CS-61

## How shall we teach Scripture?

By Sister M. Aloysia, S.S.N.D.

Mount Mary College, Milwaukee 10, Wis.

■ Discoveries in every field of technology give us something new nearly every day of the week. The new becomes old very soon, and as a result we have developed a fascination for the newer in gadgets and cars and space ships. There was a day when chemists, for instance, understood each other. Now someone engaged in chemical research in a laboratory on one side of a corridor may have difficulty in following the remarks of an expert in another branch of chemistry just across that corridor. If we cannot change or advance in knowledge, then we try new and better approaches or ways of doing things.

Any person not conversant with present methods in education would be bewildered at the ways of teaching subtraction or spelling, or any other subject to which he was exposed in his grammar school days. The square root of 16 is still 4—but how differently the learner reaches that conclusion.

In the teaching of religion, it might appear at first thought that "something new" could occur only in methods of presentation. But as in ages past, so now, there is development of doctrine in the sense that the old truths are better known and better understood. In one area especially, study and research have brought results that are of interest to millions. That area is Scripture.

As early as 1893, Pope Leo XIII had this to say in his encyclical letter *Providentissimus Deus*:

"Now We, who by the help of God, and not without fruit, have by frequent Letters and exhortation endeavored to promote other branches of study which seemed capable of advancing the glory of God and contributing to the salvation of souls, have for a long time cherished the desire to give an impulse to the noble science of Holy Scripture, and to impart to Scripture study a direction suitable to the needs of the present day."

After outlining the purpose of such study and noting that scholars are engaged in just that work, he says:

"But whilst giving to these the commendation they deserve, We cannot but earnestly exhort others also, from whose skill and piety and learning We have a right to expect good results, to give themselves to the same most praiseworthy work. It is Our wish and fervent desire to see an increase in the number of the approved and persevering laborers in the cause of Holy Scripture. . . ."

He indicates the special fields that are prerequisite for such study: the oriental languages, natural sciences, and history.

Fifty years after the publication of the letter of Pope Leo, Pius XII gave the world his own message on Scripture studies in *Divino Afflante Spiritu*. After commenting on the great progress that had been made in the years between,

along the lines indicated by Pope Leo and also because of the work of Pope St. Pius X and his successors, Pius XII wrote:

"Nevertheless no one will be surprised, if all difficulties are not yet solved and overcome; but that even today serious problems greatly exercise the minds of Catholic exegetes. We should not lose courage on this account; nor should we forget that in the human sciences the same happens as in the natural world; that is to say, new beginnings grow little by little and fruits are gathered only after many labors."

These labors have been successful to a great extent, so that, as he says:

"How much light has been derived from these explorations for the more correct and fuller understanding of the Sacred Books all experts know, as well as all those who devote themselves to these studies."

The result: "information at once more abundant and more accurate."

After World War II, following the encouragement and directives in *Divino Afflante Spiritu*, Scripture scholars, including the laymen whom Pius XII had especially invited to aid in the work, made great advances in the areas the Pope had indicated. These areas are too numerous to mention here. We are the beneficiaries of the work done. Indeed, the Fathers of the Church would have thrilled at the thought of the

sources made available by all this work, for those great enlightened minds still had difficulty, as Pius XII pointed out, in understanding certain passages whose meaning has become clearer in the light of our discoveries.

### Meanings of Scriptural Language

Documents that have come to light through explorations and excavation have helped to clear the meaning of passages that at one time were thought to be in opposition to what science has learned. Now scholars know that those passages are to be understood as the common expressions of the day, and even the meaning of those common expressions is much more evident.

Scholars have been generous in sharing the knowledge they have gained. If in any other area the teacher is eager to make use of the finding of recent scholarship, then here, too, he or she should be alert to give to the children what has been learned in our lifetime in the light that the Holy Spirit has seen fit to shed on the Church. Books are available that will meet the teacher's need. The authors of these books have not given us "fads," but facts that will be helpful in understanding the Scriptures. These have been put into language easily understood by the non-expert. *The Two-Edged Sword* by Father John McKenzie, S.J., *A Path Through Genesis* by Father Bruce Vawter, C.M., and *Searching the Scriptures* by Monsignor John J. Dougherty are among the best and most popular this country has produced. Two excellent translations of French books deserve special note: *What Is the Bible?* by Henri Daniel-Rops, and *Beginnings* by Charles Hauret.

People are hungry not only to know more about the Bible, but happily, to know the Bible itself better. The widespread interest in Scripture is evident in the wealth of printed matter being poured out constantly, ranging from the somewhat sensational articles in certain papers and magazines to the material in scholarly books and periodicals. It is the task and the privilege of the teacher to guide the children, and through them, parents and friends, in the right use of all this matter.

### Encouragement for Teachers

There are two reactions to the "new" teaching of Scripture. As teachers themselves become more familiar with the Bible through the liturgy (including the growing use of the short breviary), or the reading of Scripture, they ex-

perience a greater enthusiasm and a deep desire to know more about God's word. They welcome the interpretation of difficult passages as these become known. They are happy to give to their students in high school or college, or even to young children, the benefit of the work of the great scholars.

But there are others who are fearful. They feel that where faith is concerned, one cannot be too careful. For years, they say, certain passages, for example in Genesis, have been taught in the schools as if they were history in our sense of that word. Are we now to say that these are some other literary form known to the people of the writer's age? Even if we say that they still have historical sense, where will all this end? And what will happen to the faith of people? Will they continue to hold Scripture as the divinely inspired work the Church declares it to be? If we cannot take Scripture at face value, what is there that is solid and lasting?

It is true that great prudence is necessary. We ourselves must be sure of our ground. But prudence does not mean fear, and it certainly does not mean indolence.

A few considerations may be proposed here for those who hesitate unduly. Scripture and everything in it is true in the sense intended by the sacred writer. But, for example, did the sacred writer intend that we understand the forbidden fruit of Paradise to be something as specific as an apple—or a fig? (Whoever decided it was an apple, anyway?) If he did not, then are we not in error in teaching it that way? One thing is clear: the author of Genesis did not know history as we know it. Have we a right, then, to read our idea of history into what he wrote?

There are many children (if not all) who "see" God forming the body of Adam in the way they model figures in clay, only on a grander scale. That is hardly correct! But we "saw" God that way, so we continue the process. Are we really teaching the truth, or better, are the children really learning the truth?

Pius XII was explicit in his directions to scholars to try to learn more about the ancient literary forms in use in various parts of Scripture:

"What is the literal sense of a passage is not always as obvious in the speeches and writings of the ancient authors of the East, as it is in the works of our own time. For what they wished to express is not to be determined by the rules of grammar and philology

alone, nor solely by the context; the interpreter must, as it were, go back wholly in spirit to those remote centuries of the East and with the aid of history, archeology, ethnology, and other sciences, accurately determine what modes of writing, so to speak, the authors of that ancient period would be likely to use, and in fact did use."

The Pope further reminds us that:

"the ancient peoples of the East, in order to express their ideas, did not always employ those forms or kinds of speech which we use today; but rather those used by the men of their times and countries. What those exactly were the commentator cannot determine as it were in advance, but only after a careful examination of the ancient literature of the East."

### Teach What the Church Approves

But what about the danger of undermining the faith of children—or their parents, to whom the children tell what they have learned—if we teach these findings? No one need have any fear. The fundamental teaching of Scripture has not changed and never will. It is better to teach what the biblical scholars and bishops have approved, what is being taught in the seminaries, and in this way have the children prepared to meet the statements and arguments they will inevitably hear. We are not living in a world of simple faith. There is a very grave danger to students who must in some cases attend non-Catholic high schools and colleges. If we continue to say, for example, that four thousand years elapsed between creation and the coming of Christ, and they learn later that it may be a case of even millions of years, they will question everything we have taught them. If faith is to be tested at all, it is better to have it tested when we can explain and help, rather than to let the students flounder later when professors show scientifically that certain things, understood too literally, cannot possibly be true.

Another consideration for those who hesitate: truth can be taught through fiction at times more effectively than through history. I have never heard of anyone who failed to learn the lessons taught by Christ in the parables because Christ was "telling a story." It seems strange that we accept His use of the parable quite simply, but rebel at the idea of God's using fiction in other parts of the Bible. We can be very sure of doctrine. That will not change. But ought we to present God as teaching something in connection with that doctrine that He is not actually saying to



us? Dom Celestin Charlier in *The Christian Approach to the Bible* expressed this excellently:

"... we are in effect refusing to tune in to the exact wavelength on which God has transmitted his divine revelation. We are searching for it on our own human wave-length, and distorting the signal itself, which is God's message."

Charlier reminds us, too, of the confusion that resulted when radio fans mistook a radio play for a news bulletin, when they heard over the air that we had been invaded by men from Mars.

### The Bible Not a Science Textbook

Many modern discoveries in science had helped notably in the interpretation of Scripture and confirmed the stand of the Church. True science will never contradict the true meaning of Scripture, or conversely. But we will cause confusion in our students' minds if we keep repeating ideas held at one time which are not in accord with recent findings, whether that be in the area of science or of Scripture. We constantly say that the Bible is not a science text, yet in some respects we act as if it were.

Some years ago, the Baltimore catechism was revised. Such statements, as that our Lord was thirty-three when He died, were deleted; the answer to "Why did God make us?" was changed, as was the wording of the acts of faith, hope, charity, and contrition. Those are only a few of the revisions. I cannot remember a single person expressing concern over what would happen if we changed our teaching, nor a single teacher fearful of disturbing the faith of the children. We had simply learned more, and knew that we did not *know* how old our Lord was at His death. We still gain heaven by knowing, loving, and serving God, but *our actions* are not God's purpose in creating us.

In *Beginnings*, the book mentioned above, Hauret has directives that are the answer to any teacher's hesitancy as to the manner in which to proceed. What is the essential doctrine? Stress that. He indicated how this can be done with even the smallest child, so that there will be no need of taking back or contradicting later on. He suggests the approach to be used with older children, with high school students and collegians. Clear indication of *what* is being said is of far greater importance than the non-essential details chosen by the author in *saying* the what. Hauret (pp. 252-3) has a very clear outline of the difference between what he calls "The



## It's Half-past June...

... and I must lock my heart  
as I did my classroom those nights  
against forty young sprites,  
lest they rattle around and disturb  
the furniture

of my mind. . . .

But I find

the carvings

too deeply etched (freckles and crew cuts  
too sharply sketched);

Chalk dust hovers like incense  
perfuming their feats and mishaps;  
perhaps it's too soon

to lock up my heart when it's only  
half past June.

— Sister Mary Timothy P.B.V.M.

St. Patrick's School, Waukon, Iowa

Imagery" and what is "To Be Retained" in chapters 2 and 3 of Genesis. Introducing this outline, he says

"We must distinguish what is certain from what is uncertain, the essential from the accessory, the idea from the image by which it is made incarnate. The respect due to the word of God demands this of us."

### The Idea and the Image

It is certainly possible that some passages of Scripture have not been completely understood because of failure to make the distinction between the

idea and the image by which the idea was expressed. To use a very common example of our own day: the parlance of the collegian is full of images very confusing to anyone who is not part of campus life. Perhaps, in our reverence for the too "literal" in Scripture, we have failed to be respectful of the *true* word of God. The extreme of that attitude can be seen at the time when translations of Scripture were really transliterations! The equivalent of each *word* was put down, to the great confusion of the idea. (Concluded on next page)

In the work of interpretation, the Church leaves the Scripture scholar a certain area in which to move. Obviously, he cannot oppose doctrine or dogma or morals. But scholars and saints have at times disagreed on some point or other, and the Church has condemned neither stand. It comes as a great surprise to many to learn that the Church has *defined* the meaning of very few passages in Scripture.

In using the findings of contemporary scholarship, we are in no sense belittling or ridiculing the work of past ages. As in every other field, we utilize and build on the findings of our predecessors, so here we do not accuse them of stupidity or "slowness," but admire them and wonder how they could do so much with few of the helps we now have. If they used all the means at their disposal, we may do no less. Pius XII could accuse of levity and sloth those who neglect the study of oriental languages which aid so effectively in the understanding of the languages in which the Bible was written. If we neglect to use what the scholars have learned, we might be accused of lacking piety and gratitude to God. That piety and gratitude which the Pope mentioned will best be shown in giving those we teach the benefit of the knowledge gained.

### The Teacher's Duty

To accomplish this, real work will be demanded of the teacher! Reading, study, thought, and prayer are the prerequisites to teaching. We cannot fall behind in our mastery of any subject, least of all religion. But an integral and basic part of religion is Scripture. St. Jerome assured us that he who does not know the Scriptures does not know Jesus Christ. Our efforts will bring rich dividends in our own lives, and in the lives of those we teach. We and they will profit by the written word of God, a "word of divine wisdom and infinite love, a word of mercy and peace, a word of everlasting life" as described by Cardinal Tisserant. St. Jerome knew that:

"if there is anything in this life which sustains a wise man and induces him to maintain his serenity amidst the tribulations and adversities of the world, it is in the first place . . . the meditation of the Scriptures."

Fortunately, there is a great hunger for this knowledge in recent years. Every teacher's goal must be to help children attain knowledge of God's word that is as correct as it is possible to give.

# Meeting the Challenges of Contemporary Education

By Sisters Lucille and Bernard, O.S.B.

College of St. Scholastica, Duluth, Minn.

■ THE CROWDED conditions of our Catholic schools is an appalling fact. During the past decade enrollment has soared from 3,400,000 to 5,800,000. In addition, compared to the growth in enrollment of the public schools, Catholic school enrollment shows an even greater climb. In the United States one of every seven students in elementary or high school now attends a Catholic institution. Since the average person is no longer content with an eighth grade education, as he was in the early part of the century, Catholic secondary school enrollment has increased 68 per cent in the past twelve years. In 1955, the average person 25 years of age had completed high school.

### Our Dual System of Education

The parents of these millions of students have exercised their fundamental right to choose the type of school they wish for the education of their sons and daughters. This democratic concept has resulted in a dual system of education, preserved from colonial times, part publicly controlled and part privately controlled. The latter classification may be divided again into two types: independent institutions, and those that are related to a religious denomination.

The authors of this article have been educated and have worked for many years in both systems of education, in public and religious grade schools, high schools, and colleges, and are convinced that there is a place for both types of learning, public and private. Both systems have some excellent points in their favor; both systems have their weaknesses as well as their strong points. Each kind of education has made, and is continuing to make, a significant contribution to the culture of the nation. Teachers and citizens of our democracy should be aware of the necessity for the dual system of education in our land, that if all our Catholic boys and girls are to attain an adequate education, increased use of the public school is neces-

sary, that charitable criticism of both systems is wholesome, and that all citizens should work for the improvement of both kinds of education, public and private.

### Buildings and Teachers

The 1960-61 school year began with a record number of Catholic schools. Almost every parish at present has some kind of building program in progress. Catholic school buildings are almost as varied in structure as are public schools, ranging from the very modern to the almost antiquated. The latter scarcely meet the minimum state requirements in construction, lighting, heating, ventilation, and equipment. Many such buildings are too deficient for any kind of up-to-date program. There is a tremendous struggle on the part of American parents to meet the demands of new construction and expansion.

To date, 96,000 Sisters teach some five million pupils, an average of about 50 per teacher. Catholic schools are staffed by teachers who are better trained for their posts than they have ever been. During the summer vacations for some years, teaching Sisters have attended not only Catholic higher institutions of learning, but they have also kept pace with secular teachers in their attendance at state universities. In fact, on many university campuses, teaching communities have rented residence halls for the summer sessions. For older Sisters this has sometimes meant that ten to fifteen years of their lives have been spent acquiring the long-awaited B.A. degree. The younger Sisters, however, find higher education no problem. Through the Sister Formation colleges, candidates for the sisterhood may receive college credit for their work during the postulancy and novitiate, while the years of the juniorate offer an opportunity to complete work leading to a college degree. Afterwards these Sisters may be sent to the university for their master's degree.

Formerly there were relatively few lay persons teaching in Catholic schools. However, with the present shortage of Sisters to staff our schools, many teaching communities have been forced to employ an increasing number of lay teachers. In many schools this means a lay teacher for every fourth Sister. Although parents and children prefer Sisters as teachers in a religious school, in most cases Catholic institutions have greatly benefited by obtaining experienced degreed women on their faculties who have either retired or at one time held comparable positions in public schools. Many of these instructors are among the finest in the community.

In the past, economic conditions often prevented great numbers of Sisters from attending institutions of higher learning. Today a number of federal scholarships and fellowships are available for the study of sciences, social sciences, languages, and mathematics. These are especially available for those who have a B.A. degree and have some experience in teaching in one of these fields.

There has never been a time when we have heard more about ways of improving our instruction as teachers. There has never been a time, either, when teachers have worked harder to attain that goal. Attendance at summer institutes, conferences, workshops, conventions, committee meetings are a necessary part of the teacher's qualifications. No full-time job in any other vocation calls for such long hours of work in a day.

### Evaluating the High School

Despite high professional standards and adequate preparedness of faculty members, the weakest phase of American education today is the secondary school. The poor performance of many college freshmen as well as the inefficiency of many employed high school graduates supports this judgment.

Secondary schools have been under various types of pressures. In providing for mass training, professors of education believed that the high school curriculum would become more efficient if the number of courses were increased. Since many of those who finished high school did not enter college, it was reasoned that emphasis should be placed upon special preparation for community living. The public demand for "practical" courses to prepare pupils to make a living caused the schools to offer such subjects as typewriting, agriculture, carpentry, printing, and machine-shop

work. Traditional teaching methods also were criticized. Instead of reading about and discussing topics which were frequently unreal to pupils, it was suggested that children should be placed in practical situations where they could participate in the subjects taught.

A common criticism of this program is that it tended to encourage vocational courses for students who were capable of pursuing advanced educational subjects. Some schools were scarcely affected, but in many schools academic standards were lowered, too many extracurricular activities were added, and formal training in basic subjects as languages, mathematics, and sciences was neglected. To counteract these tendencies some schools have a planned testing program giving pupils an opportunity to work in small groups according to their ability, rather than the IQ placement. Many schools have also broken away from the regular grade placements. Many of our schools have begun accelerated programs, so that gifted pupils may take college subjects during their senior year in high school. Whatever their limitations, many schools have not hesitated to break away from former pressures, and are building their programs to fill the needs of their pupils. We believe, as many other teachers do, that there are some subjects which should be required of all students, such as religion, English, foreign languages, some mathematics, some sciences, and social science.

### Religion Is Basic

Catholic teachers recognize that religion is the soul of Catholic education. It should be made as vital and rich in content as the other basic subjects. It is the duty of the religious teacher to

impress upon her students that religion is the guiding light to all the other subjects. By means of parent-teacher's meetings, teachers have an opportunity to impart to parents their duty to direct the activities of their children according to Catholic principles. The home, as well as the school, should provide a Christian atmosphere, permeated with Catholic practices and concepts.

Beyond their work in the classroom, most religious teachers do even more by conducting outside classes for release programs for public school pupils.

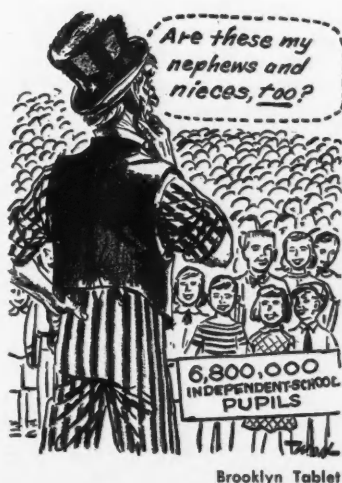
### Teaching Foreign Languages

We are now in an age calling for a knowledge of other nations, as well as our own. And at last, after many years of debating on the part of educational authorities whether modern languages should be retained in secondary schools or set aside as unnecessary, we are going overboard in teaching the languages in the lower grades. For economic as well as political reasons, our nation must now take a vital interest in its neighbors' languages, especially the spoken idiom.

### Modern Methods, Good Teachers

Catholic school teachers have learned that classes must be made vital and interesting. Within the past two decades, especially, when the use of audio-visual aids in classrooms has been growing by leaps and bounds, many Catholic schools have been among the first to accept such educational materials as tape recordings and educational radio programs. Laboratories for teaching languages have been accepted. Most schools have movie projectors, and are showing films for discussions on almost all subjects. Closed circuit television programs have been accepted in many city schools with excellent results. But, as parents realize, all these modern methods owe their success to a competent teacher. She should know her subject thoroughly and be skillful in the art of communicating ideas to young people. She must have the faculty of challenging all her pupils, opening broad vistas for the superior child by means of enrichment, and presenting to the less gifted opportunities to taste success.

Despite the many pressures placed upon it, Catholic education is holding its own. If its educational institutions ceased to function today, public educational systems would be greatly hampered. They would lose one of their greatest financial props, the parochial school.



Brooklyn Tablet



A general science course should be offered to all pupils.

## Do we have enough science in our elementary schools?

By James Orgren

St. Francis de Sales School, Holland, Mich.

■ In a recent issue of the CATHOLIC SCHOOL JOURNAL, Dr. Francis J. Lodato asked some questions about science in the elementary school ("Do We Need More Science in the Elementary School?" February, 1961). I believe there are some questions to be asked in return. May I be permitted to quote at length from Dr. Lodato:

*Obviously, courses in science should be aimed almost exclusively at gifted children, since the child of average or less intelligence has difficulty in mastering the rudiments of the present curriculum. This fact would not, of itself, be a sufficient reason to exclude science from the grade school, but when it becomes complicated by the lack of trained personnel, together with the absence of clearly stated purposes and goals, it becomes a serious consideration.*

My questions are:

1. Is it obvious that science should be aimed almost exclusively at gifted children?
2. Is the lack of trained personnel a major obstacle to the teaching of science in the elementary school?
3. Have there not been stated some clearly defined purposes and goals?

### We Have Purposes and Goals

These purposes and goals would seem to be the key to the whole discussion.

If elementary school science is envisioned as a watered-down version of high school chemistry, physics, and biology, or an excursion into the uncharted region of astrophysics, nuclear physics, or electronics, then grade school science is obviously for the elite, and the lack of trained teachers is a very serious obstacle indeed. This viewpoint is rooted in the philosophy of education which would fit the child to the course content.

There exists a different approach to this problem, rooted in a somewhat different philosophy of education. This viewpoint would fit the curriculum to the needs of the child—not to his passing wants or whims, but to his basic needs; these needs include the basic needs of every human, as well as the ones brought about by the society in which we live. The elementary school has been set up to meet these fundamental needs of the whole population. It is the common school of our society. Its curriculum must prepare the child to meet the common demands of life in our democratic, modern society.

We are familiar with some of these demands, and the response our curricula have made to them. We meet the need to handle quantities and computation with arithmetic. We meet the need for

communication with reading, English, spelling, etc. These are needs which were never effectively met outside the school. Some needs, while once sufficiently met outside the classroom for most children, in relation to what they could expect to need in their mature lives, are no longer fulfilled outside the school. When contact with nature was a simple matter of everyday experience, and society was not nearly as technical as it is now, the school did not have such a pressing responsibility to furnish some of the contact, and to prepare the children for life in our technical society. Now it cannot escape this responsibility.

Furthermore, *all* of our children must become familiar with the basic truths of science, if they are to take their rightful place in a society in which science holds as important a place as it does now. An oligarchy of scientists would not be impossible if the general public were not familiar with basic science, and the relation of science to the other facets of democratic life.

But probably the most important contribution of science in the training of future citizens is the experience it gives in objective thinking—the intelligent solving of problems. The problem-solving approach, as used in the elementary school does not train little geniuses to



make startling scientific discoveries at the age of ten. Rather, it gives all children the experience of discovering and testing facts and principles previously unknown to themselves, AND in the very process of discovery, learning a method of attacking the everyday problems which make up life. This reflective, intelligent approach is essential if our democracy is to survive. If decisions are made on emotional bases, if elections are decided by "TV magnetism," if peace of mind is dependent on the latest mouthings of Moscow, if nuclear research is to hinge on the misapprehensions of a fearful public, then our democracy will in reality be an anarchy. All of our people need practice — early — in analyzing a situation, sifting evidence, drawing a reasonable conclusion, and acting on it. The scientific method, as used in elementary school science, is admirably suited to give just this experience.

#### Children Can Learn Science

In the light of these purposes and goals, let's return to those first two questions. Is it obvious that science should be aimed almost exclusively at gifted children? We have already seen that not only the gifted, but all children, need science training in the elementary school. But are the less gifted able to learn this in addition to all the rest they must know? Children are able to learn what they want to learn, in general. What teacher has not had this experience: the slow reader who can scarcely put two words together in class shyly comes up after school one day and proudly announces that he has just constructed a birdhouse (or a transistor radio). He then goes on to explain how he followed the directions, read the drawings, and everything turned out just as it was supposed to. All of this he has related in perfectly functional, if not elegant, English. Can this child learn science? Most certainly he can learn the type of science we have described, and he can learn many other skills in the process.

What type of experiences should the child have in elementary school science? Experiences which are meaningful for him; the chance to see, hear, taste, touch, smell the material things in his environment. "Nothing is in the intellect, which is not first in the senses." The chance to seek reasonable explanations for the questions he has about what he sees happening around him: Why does wood float? Why do children go to bed so early? What is a satellite?

#### Competence of the Teacher

This leads us to the third question: Is the lack of trained personnel a major obstacle to the teaching of science in the elementary school? If the teacher is to be the ultimate authority in all things scientific — the custodian of science content — certainly he must be well trained in all fields of science. But is this the duty of the elementary teacher? Is not his duty rather to educate children, to help them attain the truths, attitudes, and appreciations they need for life? He has but to make capital of the child's natural interest in the world around him, to help him search for explanations of what he sees. Surely the teacher will profit much by acquiring a good background in basic

science, but his chief responsibility is the desire to learn *with* his pupils, to demonstrate his own receptivity to truths new to himself. Such a teacher never need feel he is "diluting" science. His brighter students soon will find the challenging fields of advanced scientific study. Those who will never go beyond grade school science will have attained a reasonable outlook on the material world about them.

The elementary teacher who gives *all* his pupils the chance to taste scientific discovery will be rewarded amply by the enthusiasm of his pupils, and by the new zest for teaching he finds in learning new and interesting things *with* his children. He will be doing himself, his pupils, science, and our democratic society the highest service.

## Psychological Effects of Early Dating

By Sister M. Colombiere, S.L.

Loretto Academy, Santa Fe, N. Mex.

■ The custom of dating serves useful purposes; most authorities agree upon this point. Dating provides opportunities for the individual to understand the opposite sex and adjust to the personality of another. Through paired group activities it offers a chance to make friends with both sexes, and helps them to mature socially. Dating contributes to the development of the personality, encouraging behavior patterns that will enable the individual to be popular and be accepted socially.

Most boys and girls, on the whole, can benefit from these functions of dating from the age of fifteen and upward. But experience has taught that the informal everyday contacts made in school are just about as effective for young teen-agers. Too early dating is likely to result in inconvenience and embarrassment, and, in some instances, serious trouble.

The age for beginning to have dates and go to formal dances is being constantly lowered. The effect of this tendency on these younger children should be considered. When a twelve-year-old girl goes to a formal dance with a thirteen-year-old boy and has a miserable

time, is the hurt deeper than that of a similar experience at sixteen or seventeen?

The initiative for early dating seems to come chiefly from a few socially aggressive girls and from adults, mostly mothers, who think it is "cute." Most of the children of this age do not have the emotional readiness for it. They should not be forced into a social pattern that is premature for them.

Formal dating is undesirable for children of the seventh and eighth grades because youngsters of this age are already faced with all the problems of adjustment which they can handle, and the difference in maturity between boys and girls of this age is especially wide.

Aside from the moral issues that might be involved, mixed parties and dates in the seventh and eighth grades are found to be psychologically unsound because of the adverse effects on the home, the classroom, and the boys and girls themselves.

Recent upheavals in our culture have brought about complex changes in the family pattern. The decreased status of the father as head of the family and a change in the recreational pattern are

but two examples of influences which have caused crises in the family system, with vast social implications. To substantiate this statement, Charles W. Cole, an outstanding psychologist of Amherst, states: "Nowhere is the breakup of the family pattern more apparent than in its effect on the emotional security of the teen-ager. Going steady and early marriages are a reflection of this basic feeling of insecurity, and effort to find in outsiders what they could not obtain in their own families."<sup>1</sup>

### Modern Conformity

To be specific, let me illustrate the effects of these early dating mores in the school at which I taught the past two years. It is located in one of the North Shore swanky suburbs, whose sole purpose, it seems to me, is to outdo socially their adjoining communities. Certainly, it would serve as a model for a community-family study such as was made by the eminent sociologists, Carle C. Zimmerman and Lucius F. Cervantes, S.J. in their *Marriage and the Family*.<sup>2</sup>

Early in the school term the parties and dating started, either in private homes, or in community centers, and they continued, until a sum total of 25 or more were held during the course of the school year. I could tell the minute I walked into the classroom (incidentally, this was the eighth grade) that a party was in the offing. Why? Because of the exchanged glances, or, in many instances, of notes, and the tense, emotional atmosphere that pervaded. It was almost an impossibility to get the children to concentrate, to do full justice to their assignments, or to hand in carefully prepared work. Their minds definitely were not on school, but instead there was an aura of feverish excitement and expectancy that enshrouded them. This was the disastrous classroom effect, and believe me, it was a difficult one with which to cope, since many of them had above average IQ's. Their possibilities were great, but because of this unwholesome psychological point of view, they were "potentials" only.

Another phase of the classroom situation was the unfortunate effect on the reading program. Although the books chosen might not be morally objectionable (sometimes they were), nevertheless they were too emotionally mature,

particularly those selected by the girls, whose interest in the opposite sex had taken on new proportions. Hence, the difficulty of trying to enforce an enrichment reading program, familiarizing the children with the classics, preparing them for the great venture into high school.

On the playground, too, many of them, instead of participating in the various games, would stand around in little cliques and talk about what "he" or "she" said and did.

### Psychological Effects

Now, what about the effect psychologically on the boys and girls themselves? An insufficient amount of sleep could be injurious to their physical well-being, and some of the girls resorted to the popular fad diets. The varying degrees of changes in the girls' attire were most evident. Though still sweet and simple, they assumed an air of utter sophistication, adopting extreme exaggerations in order to attract attention.

As far as the boys were concerned, many of them, athletically minded, were literally forced into these affairs much against their wishes, acceding to the demands of their doting mothers, or admiring girl friends. At the parties, most of them would stand around like sticks, silently wondering where the food was! Emotionally, they were not mature enough for this sort of thing.

Melvin W. Barnes, commenting on this in a periodical, stated that "the boys are characteristically 'zooty' in their grooming. They affect ducktail haircuts and clothes to match. Paradoxically, they exhibit a brand of toughness that is labeled masculine on TV and in the movies and comics."<sup>3</sup>

There are bound to be divisions in the class, too, because not all of the children are invited. From a supernatural motive, this is a failure in charity, and from a purely natural one, it is bad human relations.

Tension in the home often results from this early dating. Mothers overly anxious for their darlings to be popular, will stop at nothing to achieve this end, while the dads with a saner outlook and common sense attitude, are frequently disgusted with all this folderol, and do not see eye-to-eye with their ambitious spouses. The economic status enters into the picture, too. A great deal of expense is entailed, some of the

homes are small and inadequate to handle the large groups involved, and the girls *must* have many new dresses and accessories.

### Testimony of Youth

An accidental glance at a Molly Mayfield or Dorothy Dix "Advice to the Lovelorn" column bears witness to the fact that this problem has taken on similar proportions, as one fourteen-year-old girl wrote: "I found myself in love with a married (misspelled) man." At the other extreme, another wrote: "I am not able to choose between my boy friend and my dog."

Fortunately, not all teen-agers are influenced by this craze; for example, a point of view about dating that is exceptional in its psychological soundness is expressed by a fourteen-year-old girl:

"The way I feel now is that I'm not going to rush into things, but take each year as it is and be satisfied. I'm not allowed to date yet and if I were, I doubt if I'd go anyway. I feel dating is for older teen-agers, and if you start acting and thinking like an older girl, chances are you'll look old before your time. Growing up is a trying period, but I feel you should live and love every year as it comes."<sup>4</sup>

Dorothy Barclay, a regular contributor to the *New York Times Magazine*, and a recognized authority on teen-agers, wrote that a group of youthful panel members at the recent White House Conference on Children and Youth, indicated repeatedly that they were pressured to make a well-rounded, social adjustment, and to display early and continual maturity in the boy-girl relationship. So great was the pressure, they said, that sixth graders who did not want to take part in proms, or twelfth graders who preferred studying ballet, tinkering with engines, or simply enjoying the relaxed company of friends of the same sex, were looked upon as odd, not only by many of their contemporaries, but by guidance counselors, and, often, by parents as well.<sup>5</sup>

Many divorces have been attributed to this early dating, because it often leads to early marriage, and conclusions have been drawn by statisticians that divorce wasn't due so much to marriage failure as to courtship failure. If the divorcing couple had had a satisfactory courtship, they would have discovered they did not have the common interests,

<sup>1</sup> Cole, C. W., "American Youth Goes Monogamous," *Harper's*, Mar., 1957, p. 29.

<sup>2</sup> Zimmerman, Carle C., Cervantes, Lucius F., S.J., *Marriage and the Family* (Chicago: Henry Regnery Co., 1956).

<sup>3</sup> Barnes, Melvin H., "The Nature and Nurture of Early Adolescents," *Teachers College Record*, May, 1956, p. 518.

<sup>4</sup> Strang, Ruth, *The Adolescent Views Himself* (New York: McGraw-Hill Book Co., 1957), p. 333.

<sup>5</sup> Barclay, Dorothy, "Social Life—Too Much Too Soon?" *New York Times Magazine*, Apr. 24, 1960, p. 89.

common ideals, common religion, and common background which tend to assure a successful marriage.

In a recent issue of the *Chicago Tribune Magazine*, social hygiene associations report that many regard sexual promiscuity among today's youngsters as the most critical problem of our time, for it reflects a dismal state of affairs for the family unit, which seems to be flying apart at the seams. The pattern also includes the sharply rising number of illegitimate births among teenagers, an increase in abortions, shotgun marriages, divorce, and delinquency.<sup>6</sup>

From South Bend, Ind., statistics showed that a greater number was infected with gonorrhea at a younger age than ever before.<sup>7</sup>

Yet, despite repeated warnings of this kind, parents continue to encourage early steady dating among their children, giving them too much too soon, or too little too late, or leaving them to the will of the gang. Too much pressure upon a reluctant teenager to socialize can have harmful and far-reaching effects.

### Bishops and Teachers Act

What is majority thought of other teachers in this area? In order to reassure myself that my thinking was not too narrow on this subject, I consulted various teachers, both religious and lay, who were not theorists only, but actually engaged in teaching children at this age level. Practically all had experienced the same difficulties. In fact, the problem has become so acute, that a number of bishops have issued pastoral letters, forbidding these mixed parties and dances in the elementary schools, in some instances under pain of expulsion.

In the diocese of Fort Wayne, Bishop Leo Pursley instructed the Diocesan Youth Commission to prepare a statement which was published with his authority and approval, and which was read at all Masses on Sunday, May 1, of this year. The following extracts are taken from this statement:

"It is concerned with the spiritual welfare of our children, particularly those of grade school age. It is prompted immediately by the growing practice of early dating and dancing, encouraged by some parents, schools and civic groups, which is fast becoming an accepted social pattern for pre-adolescent youth in many communities. This we regard as unwise, unsound, a source of moral



The Bruce Publishing Co., Milwaukee, Wis., was one of several firms to receive a special plaque for exhibiting at the NCEA Convention for 25 years. Here Bishop John Wright presents the award to Robert Quinn, secretary of the company.

danger and a threat to the normal development of these children, as social and spiritual beings. . . .

"That the serious nature of this problem is not recognized by all parents only increases our own obligation to speak clearly about it. The arguments advanced in favor of this practice of early dating and dancing are shallow and give no evidence of a mature, realistic appraisal of the factors involved. . . .

"Parents who dismiss the whole question by saying, 'We trust our children' are simply evading their responsibility.

"Children are not ready at eight, ten, and twelve to operate motor cars. Nor are they ready at those ages to embrace an adult pattern of social life. . . .

"Parents who fear that they will lose the affection of their children by re-

stricting their freedom to activities proper to their age level show little faith in themselves as well as their children and betray a woefully inadequate understanding of both parental and filial love. The surest way to lose the respect of children, is to encourage them to harm themselves. . . .

"As divinely appointed guardians of the physical and spiritual welfare of the children of this diocese, parents, pastors, and teachers must adopt a firm policy with regard to the problem stated above. . . ."<sup>8</sup>

### What Can We Do?

How can we control the situation? We can't completely control it, but we can modify and guide. Youths need guidance, because they are in various stages of transition from dependency of childhood to adulthood. During this teenage period, the spirit of youth is adventurous, molding the man to be. His powers are expanding and opportunity seems assured. We should always seek to develop the character of the growing child. If we wish to be influential with them, we can give them generously of our attention and affection. It is an established fact that extremely early dating, going steady, and premature emotional involvement are much more common among youngsters who have had inadequate affection and love at home. If we make our children feel loved, wanted, and needed they will have no urge to find a premature substitute for adult appreciation. Even at an elementary level, pupils are beginning to develop those attitudes and habits that will help them to live and work with God's divine plan for eternal life.

<sup>8</sup> Statement of the Fort Wayne Diocesan Youth Commission, May, 1960.

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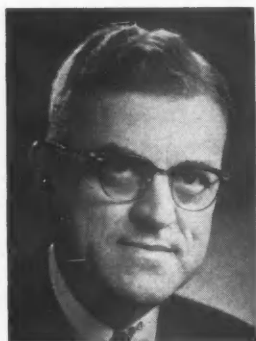
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## Editorials



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## *Recreation is Serious Business*

THE SUMMER vacation is generally regarded as a time for recreation. Workers in all lines of activity look forward to a break in the ordinary routines of daily activity, and to enjoyment of a period of rest, perhaps a change in environment, and entertainment. Recreation should give fresh life to the individual so that he can return to his mission in life physically refreshed and psychologically, emotionally rejuvenated.

In the field of education the period of so-called vacation may appear to be unnecessarily long since most schools recess for ten to twelve weeks. The original reasons for the long recess were not educational. The practice is likely to continue, however, due to various factors and to the established custom. If the recess is appropriately utilized, it can yield substantial dividends to teachers and to education.

Recreation can be legitimately extended for three months in the case of a teacher although such an extended period would be difficult to justify in most lines of endeavor. The extension requires an understanding of the full meaning and implications of the word recreation. The word in its full sense means re-animation. Every moment of the period should be carefully planned for the re-animation or re-creation of the teacher. In the case of the teacher, as for all persons who work, it provides for rest, physical and emotional re-charging and diversion. But, for the professional teacher recreation requires more.

### **A Time for Self-Improvement**

First, it should provide for the gaining of new knowledge. This may mean further formal education in a college or university where courses, workshops, or institutes are available. For those who have already completed the degree necessary or desirable for the level of teaching to which he is assigned, further education may be pursued informally. Reading, preparation of teaching materials which require some research, and other creative activities may fulfill this requirement.

Second, it requires advancement in the professional aspects of teaching. During the school year it is difficult if not impossible for the typical teacher to spend a great deal of time keeping up with the research and the experiments which go on continuously. The three month summer period, when school is in recess, offers a time when the teacher can absorb the findings of research and make plans for utilization of the results in improved classroom teaching. The professional person in every field must be aware of research. The physician, the lawyer, and the engineer would be hopelessly outdated and unable to perform successfully without consistent study and application of new developments. It is equally true of the teacher, and summer affords him the opportunity to study and evaluate the findings of his field.

Third, re-creation demands a period of re-appraisal of self. The religious regularly makes a spiritual retreat between the close of school in June and its re-opening in September. Every teacher should also make a professional retreat sometime during the period. A professional retreat provides for a period of reflection on the mission of the teacher, the nature of the task he is performing, the objectives of his work, and equipment necessary to perform it. Next, there is an examination of academic and professional conscience to discover shortcomings, errors, and weaknesses: lack of knowledge, attitudes toward pupils, administrators, and parents, unwillingness to adopt improvements, and even a lack of understanding of the opportunities of guiding the development of youth. Finally, there is formulated a plan for personal improvement — call it a purpose of amendment if you will.

The teacher who looks upon the three month recess as a period for vacation and a time for academic, professional, and personal improvement will readily agree that the "summer vacation" is a true period for recreation. He will also agree that recreation is serious business. — *Wm. H. Conley.*



# From the Editor's Notebook:

## NDEA REVISIONS

In recent hearings before the Senate Sub-Committee on Education, representatives of the National Catholic Welfare Conference urged amendments to the National Defense Education Act of 1958. The Act at present contains three sections which discriminate against private schools.

The first of the sections (205) provides for partial cancellation of loans of those students who upon graduation teach in "public schools." The other sections (511 and 611) authorize payments of stipends of \$75 per week plus dependency allowances for teachers in public school work who attended summer institutes in Counseling and Guidance and in Foreign Language Teaching. The NCWC urged the adoptions of the amendments which have been proposed, but which are not included in the Administration's proposed amendments, which would extend the financial aid to teachers in *all* schools.

It was further recommended that direct grants be made to assist in the purchase of laboratory equipment and non textbook teaching materials in private nonprofit schools, as well as in public schools. Because equipment without physical facilities for housing will solve no problems, there was a request that the same matching grants be provided to private schools as to public schools

for remodeling of laboratory and other space for such equipment.

Finally, it was urged that guidance and counseling be made available to private school youth in the same manner that testing is now provided.

## A BRIEF HISTORY

During the month of April, the Office of Education presented in its publication, *School Life*, a short summary of what it considers to be important laws dealing with the relations of government and education.

The summary includes the Survey Ordinance of 1785 and the Morrill Act of 1862 both of which provided for free land for public education. Next, it considers the Smith-Hughes Act (1917) which assisted vocational education. The fourth act which it points out is the G.I. Bill of Rights which provided scholarship aid to veterans. Public Laws 815 and 874 of 1950 made funds available to districts where federal employment placed a burden on local facilities. The final law is the NDEA of 1958 offering funds for special programs at all levels of education.

There was other legislation, of course, but these acts appear to have set forth major policy in legislation. In view of current and continuing interest in the relationships of government and education understanding of the laws cited is necessary.

the peak performance of Catholic students of music in American history.

The Association operates under a board of some 17 officers set up under the guiding hand of the late Msgr. Thomas J. Quigley of Pittsburgh, whose memory was fortunately not forgotten at the convention. The national departments of the NCMEA are: Elementary, Secondary School, Instrumental, Liturgical, Piano, Vocal, and Student Membership. All are growing not only in number but also in standards and critical consciousness.

## Brother Formation Committee

The Liturgical Department deserves a brief comment for its exceptional influence in the preservation and expansion of Catholic musical culture. A Sister Formation Committee and a Seminary Committee are already in operation; the Milwaukee meeting saw the birth of another group: the Brother Formation Committee. It was launched under the chairmanship of Brother Donald Wigal, S.M., of Marcy, New York. As a first fruit, the Committee soon will have available the results of a study of musical programs followed in houses of formation of Brothers.

The variety and quality of the music from Catholic institutions and students that was presented at this convention surpassed that of all previous ones. Also impressive was the number of teachers from the public school and secular music field who lent their talents to the Catholic musical cause. The benefits of such a liaison were of course immediately discernible.

A host of Wisconsin names hallowed in Catholic musical accomplishments could well have crowded the thoughts of delegates. Possibly no state in the union has given the Church more Catholic musicians than Wisconsin. There come to mind Singenberger and Dobberstein of the past; Udulutsch, Kanaskie, and Schneider of the present; Fathers Zeyen and Pfeil of the historic St. Francis Seminary; and the host of Sister musicians beginning with Sisters Theophane, Cherubim, Noreen, Cecile, etc., is almost endless.

The National Catholic Music Educators Association is only at the beginning of a host of accomplishments. In some dioceses it already is the main agency for realizing the liturgical ideals of the Church. In other dioceses it is the exclusive Catholic musical group in the field. A special word of credit is due to the Franciscan Sisters of Milwaukee who have donated the services of the devoted Sister Mary Herbert to the national office for the past several years. Her work, as well as that of Assistant-Editor Mary Grace Sweeney, has been invaluable.

Every Catholic musician should be a member of the NCMEA. Every Catholic school with a musical group should have a student chapter; at present these constitute a mere handful. Along with memberships go a subscription to the magazine, *Musart*, the monthly organ of Association. The national offices are located on the campus of the Catholic University of America. Mail address is 620 Michigan Ave., N.E., Washington 17, D. C. Literature is available upon request.

## Convention Report

# Catholic Music Educators

By Brother Lawrence J. Gonner, S.M.

Maryhurst Normal, Kirkwood 22, Mo.

■ MEETING in Milwaukee, a city associated with cherished memories of its origin, the National Catholic Music Educators Convention staged its Fourteenth Annual Convention, May 8-12, 1961, with a vigor, flourish, and dimension that heartened every delegate. It was almost a personal tribute to the leadership of co-founder, Msgr. Edmund J. Goebel, superintendent of schools for the Archdiocese of Milwaukee.

Possibly the highlight was the ambitious program presented on Tuesday night, May 9, which featured a 500-voice chorus, a

60 piece orchestra, a grade school orchestra of double that size, an intermediate band of some 80 pieces, and a superb high school band picked from the Catholic schools of the area. As the Archbishop had given the Sisters permission to attend this evening session, the auditorium was filled to capacity with an unusually discriminating and appreciative audience. Father Cletus Madsen of St. Ambrose College, Davenport, Iowa, national president, rightly said in his congratulations to the performers, "It was an inspiring evening." This may have been



# Pre-school Roundup...

**GIVES NEW FIRST GRADERS A SMOOTH START!**

**By Sister Josina, F.C.S.P.**

*St. Francis Xavier School, Missoula, Mont.*

■ First-grade orientation has an early start in St. Francis Xavier School in Missoula, Mont. In the spring the (then) first graders plan a program for next year's class. This is intended to eliminate unnecessary fears for five-year-olds and to answer the questions uppermost in the minds of children who will be entering the first grade next September.

Little brothers, sisters, and neighbors often ask, "What do you do all day in school?" The answer takes the form of a welcoming party. The first graders spend an afternoon making invitations and getting them ready to mail. The future first graders receive this, their first piece of school mail, the next week. The invitation reads opposite a kangaroo.

We are going to have a party,  
With games and things to do.  
And that is just the reason why,  
We are inviting YOU!

Registration Party St. Francis Xavier School  
May 15, 2:00 till 3:30 p.m.  
Bring your Mommy!

## Hosts Are as Eager as Guests

On the day of the party the newcomers and their parents are met at the entrance of the school by the first graders. The incoming first graders with their parents are then conducted on a tour of the school. The parents stop at the school office to register their child, to receive the form for a health record

Balloons and fancy hats make a party. The children made the invitations, staged a play, had party games. Then came a pre-school readiness test and a teacher's chat with mother.

which is to be filled out by the family doctor during the summer, and to receive a list of the school regulations. Parents sign up for a convenient time for their child to take the Pre-School Readiness Test.

The new first graders are led to the school auditorium where the program and party are to be held. Party hats, that the first graders made beforehand, colored balloons, and lollipops are given the newcomers. To show the skill acquired by first graders, they present rhythm-band selections, sing songs, relate poems, and give a play. The current one was "The Boy and the Billy Goats Three." To entice the little guests a story is read from the first grade reader.

Relay games enable all of the children to take part. As at any successful party, the climax comes at refreshment time. Conversation is lively, for there are now so many things to discuss. The children leave reluctantly, but with the knowledge that they are to come back the following week for the testing program.

## School Days Are a Happy Prospect

On the day of testing, the first graders are dismissed while the teacher spends the day with the future first graders. The Standard Metropolitan Reading Readiness test is given to groups of ten. The parents sit in back of the room and observe their child for the first time in the school atmosphere and note his ability to follow directions. After the test of about one hour the children are given a lollipop and try out the playground equipment. The teacher holds individual conferences to explain to the parents the child's readiness for school. If the child rates low in some aspect such as muscular co-ordination, ability to follow direc-

tions, reading readiness, number readiness, etc., the teacher explains how the parents can go about helping the child during the summer so that the child can adjust with ease in the fall. If the child appears ready for school and, of course, most of the children are, the parents have the satisfaction of knowing through the summer that their child can look forward to a successful year.

From the teacher's position, this program pays dividends greater than can be measured. In September the child adjusts more readily because he has been looking forward to coming back to school all summer. In the fall there are not the usual tears or fears but instead an eager anticipation that is encourag-

ing to both student and teacher.

### Plays That Are Appropriate

"The Boy and the Billy Goats Three"  
*The American Singer*, Book 1, American Book Company.

"Mary's Hymn of Praise"  
*To God Through Music*, Book 1, Gregorian Institute of America.

"The Three Pigs"  
*More Friends and Neighbors*, Gr. 2, Scott, Foresman & Co.

### Relay Games That Are Good

#### Cardboard Box Relay

Divide the children into four lines that stand in back of a given line at one end of the hall. The first child in each line is given two cardboard boxes into which he puts his feet. At a given signal he walks to the end of the hall and back and the

second player puts on the boxes and does the same. The line that finishes first wins. The first player in each line a large ball.

#### Basketball Relay

Divide the children into four lines. Give in front of each line is a classroom wastebasket. Each child has a turn to throw the ball into the wastebasket and the side with the most baskets wins.

#### Coat Relay

The children form in four lines, facing the end of the room, where four chairs are placed. Upon these chairs are lying four large overcoats. At a signal, the first one in each line runs and puts on the coat at the chair, runs back to his line, takes off the coat on the way back, and gives it to the one behind him, who puts it on at the chair and repeats the performance. The side that has done all these things and left its coat on the chair first wins.

# A Successful Readiness Program

For First Graders in the Diocese of Pittsburgh

By Sister M. Bernarda, O.S.B.

Supervisor of Schools, Mt. St. Mary Convent, Pittsburgh 29, Pa.

■ When the Catholic Education Association of Pennsylvania met in Scranton in October, 1957, one of the sessions for supervisors was addressed by Sister M. Bernardine, I.H.M., of the psychology department of Marywood College. Sister Bernardine deplored the fact that many children, because of immaturity, become poor readers. She said that most of the children brought to the college psychological clinic showed this defect. She appealed to all supervisors present to do something concrete and positive in order that children would not be admitted to school if not ready. About 80 supervisors representing the seven dioceses of Pennsylvania, were present at this meeting where Sister Bernardine's challenge was the spark that ignited a very interesting and profitable project.

### Initiating the Readiness Program

When the supervisors of the diocese of Pittsburgh held their next meeting, they presented the problem to their superintendent, Very Rev. Msgr. John B. McDowell, and expressed their desire that some attack be made on it. In March of the following year, 1958, in seven pilot schools of the diocese, a program of ability grouping was initiated. In order to have a basis for

effective grouping in the first grade, the Metropolitan Readiness Test, Form R, was administered to children who were registered for the first grade for the following September. The two programs, readiness for first grade and ability grouping on an experimental basis, were educational complements which subsequent findings proved to be amazingly effective.

During the first year, only the pilot schools were required to have the readiness program. Other schools were encouraged to try it, but it was not mandatory. A bulletin sent from the superintendent's office, dated March 2, 1959, gave the first formal intimation of the initiation of this new admission policy. It stated:

The most serious problem of the primary department is the immature child. Children admitted to school before they are ready for first grade work constitute the highest percentage of failures in the first grade. They become permanent educational problems, developing habits and attitudes which are impediments to good learning and teaching. The new regulations will make every effort to defer the admission of as many immature children as possible without failing to recognize that age is not the sole criteria upon which such a decision is to be made.

All children who reach the age of six by October 1, 1959, must be admitted to school unless they are so seriously retarded that they require a special educational program. In this event they are to be referred to the Diocesan Child Center for other placement.

Any child who reaches the age of six beginning with October 2, 1959, but not after December 31, 1959, may be admitted to school in September if he scores at or about the 65 percentile on the Readiness Test. The Readiness test is to be administered during the week of April 26. Children who fail to earn a score at the 65 percentile or higher on this test may be retested on an alternate form of this test during the last week of August.

Children who reach the age of six by October 1, 1959, are to be admitted to school and need not be tested. However, it is highly recommended that the Readiness Test be administered to these children as well, in order that the teachers will have a ready instrument for grouping children.

Included was a copy of a letter sent from the Schools Office to principals with the suggestion that a similar letter might be used to inform parents of the plan. Supervisors and principals were encouraged to speak to Parent-Teacher groups in order to explain the program to reluctant and skeptical parents.

Any experienced educator will agree that mere chronological age is no criterion of a person's readiness or aptitude for learning. The *Metropolitan Readiness Manual* gives valuable information on this:

The progress young children make when they enter school in the primary grades depends to a large extent upon their readiness for learning and upon the provisions the school makes for variations in readiness. Among the chief factors that contribute to readiness for beginning school work are linguistic attainments and aptitudes, visual and auditory perception, muscular co-ordination and motor skills, number knowledge, and the ability to follow directions and to pay attention to group work. How far advanced the school beginner will be in these skills depends upon many factors, such as his intelligence, his degree of emotional maturity, his social adjustment, and general background of experience. Lack of readiness in any of the above traits may account for a pupil's failure in the first grade.

Some of the difficulties gradually disappeared during the second year of the program. Pastors and parents were more readily disposed to concede that the educators could be right. During the year 1960-61, there was an even greater acquiescence, which augurs well for future planning.

During the third year of the program, the 65 percentile was not the dividing line from which admission was deter-

mined; it was left rather to the discretion of the individual principal or supervisor to decide where the acceptance was to be made.

### Social and Emotional Maturity

The School Readiness Inventory Test is an additional possible aid in determining one phase of readiness—social and emotional maturity. While the results of this test should not be used as a final means of acceptance or of rejection, the test does give valuable insight into the readiness of a child.

Any teacher may make a general information survey in her own class to determine the validity of the premise that immature children often are found in grade levels too high for them. Such a brief survey was made by two fifth-grade teachers in a school where ability grouping was in effect. The combined enrollment in these two fifth grades was 84 children—44 in the fast group, 40 in the second group. It was found that 31 children in this class of 84 were October, November, December, and January children. Twelve of these 31 were in the fast group, and this indicates that they were in the right grade, since they could adequately and competently achieve at fifth-grade level. Of

the 19 who were in the slower class, 12 students in the judgment of the teacher, and as results in standardized achievement scores indicated, were unable to keep up with the fifth-grade classwork. This proved that they were misplaced—they should have really been in the fourth grade, and would undoubtedly have been there had this readiness program been in effect when they were registered for first grade.

### Significant Improvement

With this program now functioning in the Pittsburgh diocese, it was discovered by means of a questionnaire that

in 1958-59, 15,937 children were admitted to first grade; 353 children not  
in 1959-60, 15,313 children were admitted to first grade; 585 children not  
in 1960-61, 15,114 children were admitted to first grade, 927 children not

An optimistic prediction can be made on these findings: the possibility of failure for many children will be lessened. The 927 children not admitted in 1960-61 will be admitted in 1961-62, which means that in 1966-67 when they are in the fifth grade, at least some of them will be in their right grade level, and will be achieving normal fifth-grade work.

## Send in your Contribution to THE READER'S FORUM

A new department in the CATHOLIC SCHOOL JOURNAL will be introduced in the September, 1961, issue. To be entitled THE READERS' FORUM, it will appear at regular intervals during the year.

THE FORUM is the Reader's Department. Topics will be chosen from the whole range of educational problems. Our readers are urged to make suggestions about problems they would like to have discussed and concerning which there is legitimate controversy.

Topics for THE FORUM will be announced at least three months in advance. Our readers are invited to submit contributions ranging from 250 to 500 words six weeks before the publication date. Contributions will be selected on the basis of ideas, development, and presentation.

The first topic, which has been chosen by the editorial staff, is "Problems of External Testing Pro-

grams." National and regional committees recently have studied some of the problems created by the administration on school time of various tests conducted by outside agencies.

Pressure on schools to participate, school to school comparisons which are likely to be invalid, duplication in testing, and the practice of coaching for these tests are among the objections raised by secondary schools and by a growing number of elementary schools. On the other hand, many administrators welcome the tests because of the motivation of students, possibilities of measurement against national norms, and the experience which is provided in taking tests.

Manuscripts presenting reader opinion should be submitted before July 15. Those selected will appear in the September issue. Address contributions to The Editor, CATHOLIC SCHOOL JOURNAL, 400 N. Broadway, Milwaukee 1, Wis.



A monthly series for the grade school

## Religion in Action

By Sister M. Emmanuel, C.S.J.

St. George Convent, Bourbonnais, Ill.



### Intention for June: DEVOTION TO THE SACRED HEART

■ June finds many of us busy at the manifold duties of closing days in the classroom. Somewhere in the maze of final exams, cumulative records, programs, and picnics we must find time to prepare our students spiritually, intellectually, and socially for the summer that is ahead. It may be enough to put into their possession the library card which will lead them forward mentally and scholastically if they use it rightly, and "birds of a feather will flock together" at playgrounds and swimming pools without our seeing to it, but the spiritual life of each student during summer is something to be placed in the Heart of Christ. There is no better, surer place than this Sacred Heart, for as when He walked in Judea showing preferment for children and sinners, so today He will be with the students from our classrooms in the difficult byways of a worldly environment. Indeed, it may be through these who are the younger members of His Mystical Body that He reaches those other souls who have willed themselves away from Him and His love by habitual coldness and indifference.

Preparation for First Friday and the Feast of the Sacred Heart provides opportunities for reviewing the story of Christ's manifestation to St. Margaret Mary of His love for all of us, and a re-study of His promises to those devoted to His Sacred Heart, especially

those concerning the Communion of Reparation and the blessings to be showered on homes in which His picture is honored.

Many classrooms today, as well as entire schools have been consecrated publicly to the Sacred Heart. Private renewal of this consecration as the school year ends can become a source of grace, and group participation in formulating the consecration prayer makes it more meaningful. Some classes elect one of their number to lay a token of their love at the foot of a statue or picture of the Sacred Heart. More often than not the child chosen for this privilege is not the class leader, but some "Francisco" or "Jacinta" recognized by the clear-eyed vision of childhood as being more worthy than the rest of the task for which selected. Devotion inspired by such a consecration, or by a schoolroom shrine can carry over into the home.

Each student old enough to commit serious sin should leave us for summer with a working knowledge of the qualities and power of a perfect act of contrition, not unto presumption in its use, but unto trust in the mercy of a Divine Heart that would suffer again for even one of the souls He has created if thereby that soul could be saved. The parables Christ Himself told as proof of this truth make excellent class reading during the last school religion periods.

Some teachers have found it helpful to follow the reading and discussion with a short time of mental prayer in which each student prays for himself and the rest of the group for the grace to remember always the lesson of Christ's forgiving love, especially at the hour of death.

#### "Three Golden Pennies"

The "Three Golden Pennies" of prayer, sacrifice, and Eucharistic fervor fostered by the late Father Mateo are splendid spiritual practices to be suggested for summer. In the mind of this great missionary of the Sacred Heart the one thing necessary for us who are teachers of the young to inculcate was a love of Christ, a personal love that was not just an inner spirit that welled up in aspirations of "My God, I love You," and "Sacred Heart of Jesus, I place my trust in You," which is all very good, but in a truly spiritual living that would follow from such love: communions of reparation, devotedness to Christ in the tabernacle, an *effective* love of Jesus crucified which leads to apostolic endeavor within each small circle of living, and finally, (in Father Mateo's own words), "a practical realization that if Jesus dwells within their souls by grace, heaven is in their very hearts, even in this life, and the Blessed Trinity delights to gaze upon their souls."

# THE APOSTLES CREED

An explanation of the articles of the Apostles' Creed,  
arranged for individual recitations as a class presentation.  
Suitable for third and fourth grades.

By Sister M. Ruth, S.N.D.

St. Thomas More School, Decatur, Ga.

1ST SPEAKER: I believe. That means I know, I am sure, I have no doubts. I do not think or guess. I am absolutely certain.

2ND SPEAKER: I believe in God. There is only one God. There can never be more than one God. God is supreme. He is above and beyond everyone else. No one else can ever be like God.

3RD SPEAKER: I believe in God, the Father Almighty. God is all-powerful. He can do all things. Nothing is hard or impossible to Him.

4TH SPEAKER: I believe in God, the Father Almighty, Creator of heaven and earth. God made all things. He made the stars, the sun, the moon, the flowers, the birds, the animals, the people, just everything! He made them all by Himself and He did not need anything from which to make them.

5TH SPEAKER: I believe in Jesus Christ, His only Son, our Lord. Jesus is the Son of God. He is the Second Person of the Blessed Trinity. Jesus is God and man. Jesus is our Savior. God the Father sent Jesus to us because He loved us.

6TH SPEAKER: I believe that Jesus was conceived by the Holy Spirit. Jesus had no real Father except God, but St. Joseph was His foster father and took very good care of Him.

7TH SPEAKER: I believe that Jesus was born of the Virgin Mary. Mary is the Mother of Jesus and she is our Mother too. She is the sweetest and loveliest person that God ever made. Mary is nearer to God in heaven than anybody else, even the angels.

8TH SPEAKER: I believe that Jesus suffered under Pontius Pilate. Jesus was put to death by the order of Governor Pilate but it was really our sins that made Him die.

9TH SPEAKER: I believe that Jesus was crucified, died, and was buried. Jesus died on the Cross for us. He died

to open the gates of heaven for us. He was buried in a tomb and His Body was there for three days.

10TH SPEAKER: Jesus descended into hell and the third day He arose again from the dead. The place called hell in the Apostles' Creed was a stopping place where the souls had to wait. They could not go to heaven until Jesus died and opened the gates. Jesus went to this hell to tell the people who were waiting there that He had died for them and would soon take them to heaven with Him.

11TH SPEAKER: After three days Jesus arose from the dead. Nobody else ever did that before. Nobody ever could do it but God. He made everybody happy again.

12TH SPEAKER: I believe that Jesus ascended into heaven. After forty days Jesus went back to heaven. He took with Him all the souls who had been waiting in the stopping place called hell. The angels had a wonderful procession for Him. They were so glad to have Jesus back home again.

13TH SPEAKER: Jesus sits at the right hand of God, the Father Almighty. At important banquets and meetings, the most important person sits at the right hand. Jesus is the Son of God. He is the King of Heaven, so He sits on the right hand.

14TH SPEAKER: I believe that Jesus will come to judge the living and the dead. At the end of the world Jesus will come again. He will sit on the clouds with all His angels. Jesus will put all the good people on one side and all the bad people on the other. He will reward the good people and punish the bad.

15TH SPEAKER: I believe in the Holy Spirit. The Holy Spirit is the Third Person of the Blessed Trinity. The Holy Spirit is God with the Father and the Son. The Holy Spirit is the Spirit of Love. The Holy Spirit gives us grace.

The Holy Spirit will help us to go to heaven with Jesus.

16TH SPEAKER: I believe in the holy, Catholic Church. The Catholic Church is the Church of Christ. It is the only true Church. The Pope is the Head of the Church. He takes the place of Christ. If we obey the Church we will be sure to go to heaven.

17TH SPEAKER: I believe in the Communion of Saints. The Communion of Saints means that the souls in purgatory and the people on earth and the saints in heaven all belong to the same family. We can all help one another by our prayers and little acts of sacrifice.

18TH SPEAKER: I believe in the forgiveness of sins. Only God can forgive sins but God didn't stay here on earth. He went back to heaven. Before He left He asked His Apostles to do this for Him. Our sins are forgiven if we are truly sorry and try to do better. We have to confess our sins so the priest will know what to forgive.

19TH SPEAKER: I believe in the resurrection of the body. When Jesus went back to heaven He took His Body with Him. When we die our bodies have to be buried for awhile but at the end of the world Jesus will give them back to us. They will be as bright and beautiful as the sun, just as the Body of Jesus was when He rose from the dead.

20TH SPEAKER: I believe in life everlasting. Amen. Heaven is our true home. There we will be happy for ever and ever. Amen means Yes, I believe all these things and it is what I want.

21ST SPEAKER: The Apostles' Creed is like a pledge of allegiance to our King, Jesus Christ, and to our true country which is heaven. It tells God that we are His loyal children. It lets the whole world know what we believe about our religion. It makes God very happy when we say the Apostles' Creed. Let us make Him happy now.

CLASS: [*Recites the Apostles' Creed*].



A classroom adjacent to the library was transformed into an attractive reading room at St. Anne School, Warren, Mich.

## Look at our new Reading Room!

By Sister Margaret Joseph, I.H.M.

St. Anne School, Warren, Mich.

■ After Christmas this year students at St. Anne's returned to find a special Christmas present awaiting them—a new library reading room, featuring easy chairs, FM music, plenty of room in which to read and study, “. . . just like high school,” as the children say.

The suggestion for furnishing such a room came from our community supervisor, Sister M. Davidica, I.H.M. A new wing was being added to our grade school and to ease the already crowded library situation, Sister suggested that the classroom directly across from the library be converted into a student study. Obtaining the pastor's permission, plans were made to have the room ready by the second semester. The blackboards and tackboards were hung with Japanese-print bamboo draperies. Vertical gray and blue Venetian blinds matched those already in the library it-

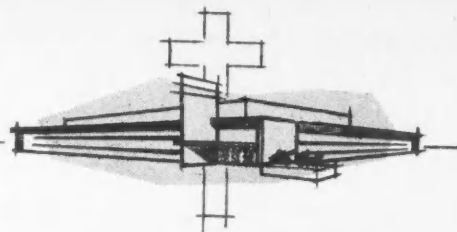
self. The tables and chairs matching those in the library underlined the continuity of the two rooms. Quiet colors, accented by an occasional spark of red or flamingo in an easy chair or pillow, set the tone of relaxed study in the room. With our crowded classrooms and schedule, there is precious little opportunity for the entire room to have a quiet reading period, since one section or other of the class is being taught all day long.

Firmly believing that environment plays a great part in the cultivation of reading appreciation, we feel that such a room distinct from the classroom yet an obvious extension of classroom activity has greatly aided the students' attitude toward reading, making it “less a chore and more a pleasure.” Parents noticing their children leaving the TV screen to “go upstairs and read” are

most impressed with their students' re-evaluation of leisure.

We also find that our junior high students are gradually being initiated to that great mystery of high school—“The Study Period.” Spending short periods of 20–30 minutes in an atmosphere of quiet study, understanding thoroughly the necessity of completing their work, these students will not waste time wondering what to do next.

We are keenly aware that the pressure for classroom space makes the duplication of the above ideas quite difficult. However the realization that it *can* be done may prompt some principal or librarian to make the attempt. Experience has proved that the advantages both immediate and remote certainly outweigh any effort expended. Happy students enjoying good reading is surely not the least of the reward.



## New Ideas for Teenage Retreats

Should we extend the annual retreat for teenagers and collegians?

By Rev. Howard Ralenkotter, C.P.

St. Gabriel Monastery, Des Moines 11, Iowa

Throughout the school year from fall to early summer, priests, Sisters, and Brothers laboring in high school, college, or school of nursing constantly try to bring Christ to birth in their students' hearts, or as St. Paul wrote to the Galatians, "My dear children, with whom I am in labor again, until Christ is formed in you." Often this work seems to drag along and show but little spiritual fruit, with students mentally maturing but remaining seemingly spiritually stunted. And often on the lips of these truly zealous men and women is the question, "Are we doing all we can for these young men and young women or teen-agers? Has something so vital to their character formation been left out of the schedule all together; or if the program is in the curriculum, have we given it the emphasis and importance it needs so that it will help Christ grow in the minds and hearts of these youth?"

### What is a Retreat?

First of all, *What is a Retreat?* Some would say, very likely, that it is all but lost time given over to the unpleasant task of riding herd on a crowd of nervous, energetic teen-agers for three days or less while some retreat master of varying gifts tries to hold the attention of the students in the chapel, or worse still, in the gym or auditorium. If such be the *idea* of a retreat, and I am afraid it is far too common, then the following suggestions will be of profit to zealous souls who will read on to the conclusion of the article. And these suggestions are offered after hundreds of retreats given during 20 years or so of the ministry as a Passionist.

The retreat is *precious time* or *golden hours* wherein Christ, students, faculty, and retreat master join in the most im-

portant and profitable undertaking in their lifetime, namely, "*putting on the Lord Jesus Christ*," or in other words saving and sanctifying souls. The retreat is a period of time when the *teen-agers* personally using their *faith* and *good will* co-operate with Christ's *grace* so that they may become saints.

Now, if the *faculty* properly *evaluates* the retreat, it will give serious considerations as to *when* the retreat should take place; *by whom* it should be given; and finally *how long* it should be. These considerations will make the retreat the most outstanding and prominent event in the school year; one that yields in no way to any other activity in the year's program.

Where this *real evaluation* exists there results *enthusiasm* which is contagious, and inspires the students to make a good retreat. Hence, the students, though at times called a captive audience, become willing and co-operative retreatants, ready to withdraw from daily distractions in order to concentrate on the business of benefiting their souls. They will not want to be dispensed from the retreat. And if they should, then they should be enlightened, and this holds for non-Catholic students as well. The retreat is downgraded very much, when students are left free to *omit* it, whereas they are obligated to give time to matters of far less value. And usually the ones that want to miss the retreat are the very ones that could profit most by being present.

### Timing Is Important

Where the retreat is considered something very important, a great deal of thought and planning goes into its *timing*. It is not something slipped haphazardly into an activity packed

curriculum — something overlooked until the last minute and then hurriedly arranged. Oh! to be sure, the retreat at any time of the year will do some good for some of the students. For example, breakfast at three o'clock in the afternoon helps, but it does not come at the most opportune and needed time. So the retreat at *mid-year*, or *during Holy Week*, or around the *end of May* DOES some good for the student body, but this delayed timing lessens the over-all effectiveness of the retreat. And this being so, I would suggest the retreat be placed near the *first quarter* or in *early fall*. Such a date rests on the following *practical* reasons.

1. A number of the students have not received the Sacraments at all during the long summer months.

2. Some of these may be in mortal sin, (and possibly a few receiving the Sacraments unworthily) and await the retreat so that they may set their spiritual house in order. The powerful graces of the retreat using an unfamiliar priest in the person of the retreat master greatly facilitates this transformation.

3. Many have formed new friendships (and some of these questionable) and some have begun to go steady. The retreat will help the students to take a new and better look at these acquaintances. If this new social living demands a slowing down or a breaking up, then the *sooner* the cure is presented, the *sooner* the student is *cured*.

4. The student constantly in the state of grace and busied with ordinary school and social activities tends as a rule to become more proficient.

5. The *early retreat* will more quickly motivate all the students to receive Our Lord each week (and some even daily); to make the First Fridays, and First





"My dear children, with whom I am in labor again, until Christ is formed in you."  
Galatians 4, 19.

Saturdays, and to stimulate a greater love for Mary and Her *rosary* and *scapular*. In due time, Advent and Christmas will spur them onward once again; and in a few months, greater incentives will be given during Lent and at Easter. Finally, another retreat could be given to the seniors in preparation for graduation, or at least a day of recollection.

6. Finally, the sixth and not the least reason is the *earlier awakening* of *vocations* to the priesthood and sisterhood; and these budding vocations are protected and guided more securely to their goal.

### Choosing a Retreat Master

Once the zealous faculty has determined on the *time* of the retreat, then it is far more disposed to start an early *quest* for a qualified retreat master. Priests who give retreats to young people and do so a good deal of the time are usually much in demand and booked months in advance. The principal with the aid of her faculty and contacts with other schools should seek out priests who are known to be qualified for this very important appointment. Or the principal should write to the superiors of mission bands and present her needs as far as a proficient retreat master is concerned. This should be done a year or at least nine months before the retreat. A last minute call might get one the very best; it might get the one that is left, and all that implies. Religious principals say, "Well, I might get moved before the retreat!" If so, the oncoming retreat will have been arranged with vision and the new

principal will be very grateful for that.

### And How Long?

In most schools, the retreat lasts *three days*. This time in itself is very fine. Sad to say, however, in some places the retreat has been reduced to *two days* and *even one day*. Many reasons are given for this reduction of time that so greatly weakens the power of the retreat. One most often presented is that the retreat master could not hold the audience and as a result the faculty was worn out riding herd on the student body, many of whom hung around the washrooms and in general created disturbances. Where such has been occurring the reduction of days should not be the answer. Such students need a longer retreat. The answer is a retreat master who knows his business; one who can hold the attention of the students; one who can motivate them. And add to this a better schedule for the retreat day. Where such is done, the retreat will not be shortened. On the contrary, the retreat will be lengthened. *Lengthened?* Yes, even to a four day retreat, and better still to a five day when the student body numbers more than 250 persons.

### Reasons for Longer Retreat

Here are some very thought-provoking reasons for longer retreats:

1. Consider the retreat as a rain of graces, and thus let this moisture fall for a good number of days. There will ensue a *saturation of grace* so necessary in the lives of the teen-agers subjected to so many temptations. After four or five days, the students will have laid a

better foundation for good and more lasting habits, such as daily prayer, examination of conscience, frequent confession and Holy Communion, love for the Mass, esteem for the Fourth Commandment and all that it embraces, greater yearning for personal and social purity, and finally *zeal for souls*.

2. More time will be available for the *hearing of confessions*. And the students not only want more time to be given to them for a very thorough confession, but many need it. How vital for them is this golden opportunity to confess to one whom the students on retreat consider just the priest for them. And if the retreat master knows youth and their problems, then the graces of the retreat will move the students to approach him for a good confession. In the considerations given above to the retreat master, I have been taking for granted that his own personal holiness has been on a par and even greater than his knowledge and powers of persuasion.

3. During a three day retreat, some of the students and especially some of the boys hardly get to Holy Communion. But the graces given during the fourth and fifth days really bear down on these indifferent ones, and they finally capitulate.

4. Somewhat akin to the above reason is the following one. Many students, and again I single out some of the boys, never go to Holy Communion more than *once in a row*. Sins, and especially temptations, disturb them and as a result they stay away from Christ, their Eucharistic Friend and Nourishment, Whom they need daily. During a four and especially a five day retreat, most of the students (and boys also) receive Holy Communion three and four and five times in a row; something, many of them have never done before. Hereby their moral strength and courage is built up, and they overcome many bad habits that have kept them from putting on Christ and being a light in the world.

The late morning Mass with the use of the three hour Eucharistic fast greatly helps in achieving the above objective. Some in authority say such a procedure makes it too easy for the teen-agers of today. To this I reply, "Be not the first the new to try, *nor the last the old to lay aside*." Such objectors are out of touch with reality, out of touch with the youths' problems, and seem either to be ignorant of or have forgot the mind of the Eucharistic Popes and their directives. I recall one

retreat where students coming into town on the bus arrived only in time for Holy Communion because one had to follow the unbroken schedule of the 7:45 Mass.

Someone may object to the five day retreat, as did one good priest who said, "Why even priests do not make a five day retreat"! The answer was not very logical and not even true. For there are priests who make a five day retreat; some make an eight day retreat. And most priests would desire such if they had the opportunity.

"But don't the youth become tired and become unruly during such a long retreat?" questioned one good educator. "Moreover, how can so much time be taken from the schedule, when we have to account for so many school days?"

### Extending the Retreat

The following plan for the retreat answers both questions. First, have the ordinary full three days customarily given for the retreat. Then have a *combined retreat and school day* during the fourth and fifth days. A *conference* and *Mass* is held on these two extra days. The remaining hours then absorb the class periods of the school day. The retreatants that may have begun to tire have returned to an *almost* complete school day. But those who need extra time for grace to work on their souls have it; zealous students have more time to work on laggards; and the retreat master has much needed extra time to hear confessions and to counsel students who need vocational guidance.

The five day retreat plan would do away with the waste of the retreat master's time and energy occasioned by two retreats in the same school; a three day retreat for seniors and juniors, and a two day retreat for sophomores and freshmen.

This same plan of five days would lessen to a great degree the need of two retreat masters for three days, providing the one retreat master receives help with confessions from the local clergy.

But what about the sermon material spanning an age bracket of four years, freshman to senior? What about the co-eds being present for the same sermons? Well, first of all, most sermon data adapt themselves to both sexes. Moreover, all of the students need to hear the fundamental principles of faith and morals. Further, in most schools and especially co-ed schools the *social life* of the students spans all four years with the possible exception of freshmen; many senior boys go *steady* or *steadily* with the sophomore girls, and some even

date the freshmen. And how often I have heard the question from students of an all-girl school, "Father, do you tell the boys the same thing you tell us girls about dating?" Such a question need not be asked if both sexes are present for the retreat.

As for the few principles the retreat master might want to tell the boys privately, and likewise the girls, such can be done in the following manner. Have the boys assemble a few minutes before some conference to be attended by the girls later on; tell them what they need to know. Then address both the boys and girls. At the end of this conference, then dismiss the boys and present to the girls the principles they need to hear.

### Some Examples

The above suggestions about the five day retreat are very realistic and have been used with success. I refer to just a few schools that have had such retreats.

Mt. Mercy Academy in Grand Rapids, Michigan, has put the five day retreat into practice and has found it very beneficial.

Marian High School, Omaha, Nebraska, has done likewise for its 300 retreatants.

Catholic Central High School in St. Cloud, Minnesota, with its 1200 and more enrollment has had two five-day retreats—one for the seniors and juniors, the other for sophomores and freshmen. The same retreat master was had for both retreats. The priests on the school staff helped with the confessions; and they offered Holy Mass each day at 10:45, thus leaving the retreat master free to hear confessions during the Mass.

Finally, Pius XI High School in Milwaukee, Wis., had four five-day retreats for its students. During the first week, one retreat master took the seniors and the other took the juniors; and during the following week, one retreat master addressed the sophomores and the other retreat master gave the retreat to the freshmen. These retreats found favor with the faculty. The students responded conscientiously. An evidence of this spirit was unmistakably given on the Feast of the Immaculate Conception, which coincided with one of the days of the second week retreat. This being a *free day* as well as a holy day, there was some apprehension on the part of some members of the faculty that the students would not come. Note that *only five* students failed to show

up, five out of six hundred. Most of the young people love a *challenge* when it is put to them in an attractive manner.

### Attendance of Faculty

For the conclusion of this article, I have saved for discussion one of the most important factors in a successful retreat, namely the *presence* of the faculty, be it made up of Sisters or Brothers or laymen or a happy combination of all three.

Many times Sisters have come to me to ask: "Father, some retreat masters do not want us present for the conferences. What is your mind on this?" My usual reply is, "Sisters, you are most welcome. If you can stand my sermons, I can stand your presence. But please remember that I am talking to the young people." On this basis, a good understanding is developed, and a very fine team zealous for souls is set up.

The faculty shepherds the students to and from the conferences. They maintain order and discipline between the conferences. During the conferences they listen and take notes and thus are in a position to remind the students of many things they forget so quickly. Moreover, members of the faculty learn many truths and principles that they in turn use when the students turn to them for help. And let us keep in mind that these zealous religious are a most pronounced influence in the lives of the students they teach. Hence, these religious appreciate the opportunity of becoming more qualified to help others. Finally, as the days and weeks and months go by the religious are constantly reminding the students of truths heard during the retreat. So, really God alone knows how much credit should be given to these self-sacrificing Sisters and Brothers for the success of the retreat.

If you have read this article to this point, then I express the hope that it has moved you to *give prominence* to the annual retreat; that it has moved you to *give sufficient time* to it so that it may be a success; that it has moved you to seek sufficiently in advance a qualified retreat master.

If the retreat for the students is fittingly evaluated, then it in turn will help the faculty help the students toward the goal of becoming not only potential Ph.D.'s, but Ch.D.'s, Doctors of Character, or in Christian terminology, "*forming Christ in the mind and heart of each student.*"

# Students Elect World Geography

By Sister M. Joyce, O.S.F.

St. Mary's Academy, Milwaukee 7, Wis.

■ World geography in the secondary schools? No definite and completely satisfying answer to this question has yet been found. Teachers' arguments have been expressed often and well. Surely these will be the final deciding factor, but students' opinions may prove enlightening and beneficial. Their ideas may carry some weight in deciding whether or not this course should be added to seam-bursting curricula.

Students' own reasons for choosing a world or global geography course as an elective, and their course-end comments listed below are both interesting and satisfying. In answer to the former—Why choose geography as an elective?—they have this to say:

1. Geography teaches world citizenship, at least in part.
2. News and other reading becomes much more meaningful.
3. It gives one a real appreciation of his own country and others.
4. It helps recognize God's attributes in His creation all over the world.
5. My interest in the world of today has increased greatly.
6. It shows our relationship to the world's "trouble spots."
7. I wanted to learn about different types of environment and *how* people react to them.
8. Getting better acquainted with different types of climate answers many other questions.
9. Because other countries' boundaries are so closely related to our welfare.
10. So many aspects of geography fit into *everyday living*.
11. I hope to obtain a better understanding and deeper appreciation of the peoples and precious customs of other countries.
12. To see how numerous geographic factors and forces have come to play a role in the lives of all on the earth.
13. A chance to search for relationships between things men do and the places in which they do them.
14. To get background of our own great nation, and try to see future possibilities.

15. It will be a big help in overcoming serious prejudices.

In examining the students' answers to the second question—What has the course done for me?—one finds some similarities to the above. Here are some examples of their conclusions:

1. The vastest and most striking feature was the interaction of and the many relationships between man's physical environment and his cultural environment.
2. It made me realize that if we want a *peaceful world* we must see the other fellow's way of viewing things and doing things.
3. In itself no *one* culture is better than others.
4. The course seems essential for interest in national and world affairs.
5. I must know about countries placed at my doorstep by modern "time distance."
6. Without geography there would be *no color* to history.
7. Interdependence of countries and peoples are essential to world prosperity.
8. It taught me a relationship think-

ing which I can use to good advantage in other courses and more especially in life.

9. It makes other courses more interesting and more meaningful.

10. I met many new and different occupational opportunities by outside activities for geography class.

11. It finally aroused my interest in current magazines and newspapers.

12. I really learned to read graphs—all kinds. This skill proved very helpful in other learning situations.

13. Foreign affairs are not so purely abstract now.

14. TV programs have a "place" now other than just on the TV screen.

15. I agree. It does help in choosing a career.

16. It is most helpful and interesting to see how climate and vegetation belts help or hinder man in his environment.

17. Now I know something about those "weird" countries. (Examples given were Thailand, Lebanon, Ghana, Laos.)

18. Travel—actual as well as vicarious—will mean much more now.

19. Stories in films and books "give" me much more now.

20. God's wisdom and goodness are far more evident now.

Instructors' opinions will vary, from a greater to a lesser degree, with the statements, opinions, and observations of students as sampled above. However, all know the value of a convinced student in a teaching-learning process. Could one safely say, "There is a beginning"?



These seniors found world geography most interesting and timely. An exhibit featured global items that could be found in their homes; no items could be purchased just for the exhibit.

# The Writing of Poetry

By Sister M. Agnes David, S.S.J.

Holy Family Academy, Bayonne, N. J.

■ Expression in poetry is one phase of original writing that most teachers prefer to avoid. By calling poetry "a gift" or "a flair," they escape a seemingly insurmountable problem—teaching the creative art of poetic expression. Especially in schools located in heavily populated areas where formal education beyond the high school level is the exception rather than the rule, writing poetry takes its place as a fringe element in the much more "important" business of learning the proper use of the semicolon. Those who dare to be different find encouraging results. Here are a few suggestions that can be used effectively.

a) Discuss the idea of rhythm before mentioning poetry at all. Talk about the rise and fall of the tides, the sound of a human voice, the pulsing heartbeat, the long and short beats in music. Have students realize that our lives are lived rhythmically. The rhythm of *words* is poetry.

b) These lessons concern the idea of the poet as technician and craftsman. Do not be afraid to beat out the rhythm.

This is not a lesson in esthetics or effective rendering of meaning. Rather is it a lesson in making the student aware of the skeletal structure underlying poetry. This approach interests students almost without exception; it is a whole new concept to many who think of poetry vaguely as "something pretty."

## Talking in Poetry

c) Iambic rhythm can be taught in this manner. Have the students talk rhythmically; for example, ask them:

"What time | did you | get up | today?"

Let them find out an answer by tapping if necessary. One will respond:

"I rose | at quar|ter af|ter six."

Already the students can shake their heads disapprovingly at:

"Ten minutes of seven."

Their reason? It doesn't *sound* right. Let them find answers for:

"How old | are you?"

"What did | you learn | in class | today?"

Inevitably someone answers:

"I learned | about | iam|bic beat."

d) Point out iambic words like: reply, Marie, delay, announce, Eileen, etc. Students soon provide many more. Then give them some rather ordinary lines like:

"The au|tumn wind | is clean | and free . . ."

"I hate | to go | to school | this year . . ."

This time, let them write a second line in iambic rhythm. Read some aloud. They will range from correct, to funny, to impossible, to surprisingly fine. Stress the fact that they must *hear* the rhythm, that this is of the ear, not the eye. They enjoy the newness, the novelty of this writing.

e) Each of the four dominant rhythms can be taught in the same manner: making conversation in rhythmic patterns, finding individual rhythmic words, finishing given lines. In trochaic rhythm, for example, the teacher might ask:

"Have you | any | change?"

"Isn't | that a | shame?"

Students can complete lines like:

"Walking | down a | city | street . . ."

"Winter | is a | lonely | time . . ."

The mood should be free, and the teacher must direct carefully. Classes like these move fast; four lessons should be sufficient for a class of fifteen-year-old students.

f) At this point, stop and talk to the students, telling them that in this class of fifty, there are perhaps three "naturals," and that these students usually do not know who they are. It is the teacher's job to find them out and to encourage them. For the rest, they all try writing poetry because it is an adult experience (they love that), and never again can they take the poet and his craft for granted. They will know that his skill is no small matter, and they will approach a page of poetry in a more receptive manner. After all, they have touched his tools firsthand! This is an ideal place to make them aware that "the greatest art is in hiding art." Throughout, encourage them to read



Educational leaders view a poster developed to increase public appreciation of the values of formal education. The project is sponsored by the Illinois Education Assn., Illinois Assn. of School Boards, Illinois Congress of Parents and Teachers, and Outdoor Advertising Assn. of Illinois.



poetry of all kinds. With careful steering from the teacher, they can begin to discriminate surprisingly well.

g) The class is ready by this time to take a color wheel in poetry. Without alluding to rhythm, without any introduction, the teacher calls out a list of colors slowly, asking the class to jot down on a blank page any two colors that appeal to them, about which they feel they could write a sentence. The list may be something like this: pink, gray, orange, black, yellow, white, green, red, etc. Give them a few minutes to list the things they associate with the color, for example:

gray: storm cloud, dove, ashes.

yellow: cowardice, sun, daffodils.

### A Beginner's Form

h) Then show them one of the simplest poetic forms, the three-line poem that demands neither particular rhyme nor specific rhythm—the *haiku*. This Japanese poem is a seventeen syllable arrangement:

— — — — — (5)  
— — — — — — — (7)  
— — — — — (5)

#### YELLOW

No coward's color!

Sun-daffodils fling color

Brave to newborn spring.

Results like this, though not startling, indicate a right beginning.

i) With practice, a class of average sophomores reach quickly this awareness of the elusive quality of the *haiku*. Given ideas more general than the color wheel, they wrote:

#### FROST

Gleaming yet fragile

A spider web hangs on the

Crooked attic pane.

#### DEW

In the early dawn

Bushes are watery eyed

And houses tear-streaked.

#### MIST

The church steeple seems

Completely covered with a

Gray nylon curtain.

Because of the brevity of this poetic form, I have noted less of the overwriting and ordinary phrasing so common in student prose. Presenting other poetic types, the *cinquain* in particular, results in the shy acceptance of beauty from an encouraging number of students. The major difficulty in this type of teaching is that so little time can be spent on a medium of expression valuable in itself. Teaching the writing of poetry yields fresh, vivid writing that is its own reward.

Success of guidance depends on

# Understanding Adolescents

By Sister M. Paulette, V.S.C.

Vincentian Sisters of Charity, Pittsburgh 37, Pa.

■ The adolescent is growing up emotionally, physically, and intellectually. These evident growings, however, indicate that the adolescent is growing within; the adolescent is growing in self-concept, in self-insight. It is this metaphysical growing that we wish to discuss.

When Joe, aged 16, insists on having a car and makes every effort, legitimate or illegitimate, to possess that car, ultimately Joe isn't seeking to possess the car; Joe is seeking the prestige that having a car warrants; the accent is on the *ego*, not on the car. If 16-year-old Joe steals a car, Mother, to say the least, is horrified. Yet when that same 7-year-old Joe once plucked a flower and ran to Mother saying, "I picked this flower for you," Mother smiled at Joe. Mother, as all of us, forgets that the accent, then as now, is on the *ego*. In both instances of Joe's life, *ego* was seeking approval. The difference, of course, is simply in the circumstances surrounding the expression of this desire for *ego* approval. The *ego* is now asserting itself in more involved, more public life situations and is, consequently, more open to observation and criticism at sixteen, than at seven. It is basically the same *ego*.

There are other problems in which the accent is definitely on the *ego*. Psychologists speak of the problems of the *ego* seeking to dominate. Here they cite instances of the youthful athlete who dominates sheerly because of physical prowess; or of the adolescent grind who dominates by reason of his seeming omniscience; or of the dominance that follows upon genuine initiative or personal magnetism. They speak, too, of the *ego* seeking attention. Of the quiet Jane who calls attention to herself by what seems to be shyness or timidity. Or of the loud Jane, who speaks the loudest and laughs the longest. There are emotional problems centered about the *ego*. There is the emotional Jane, who, in the throes of a tantrum, cries herself into the possession of a new

formal; there is emotional Joe who is sullenly spiteful because of some untimely reprimand. In all of these problems, these and many more, we do find the *ego* seeking its own satisfaction. But the problem lies deeper than a desire for satisfaction from without. Basically, most of these problems are reducible to the *ego* seeking satisfaction from within, of the *ego* seeking its deepest fulfillment and happiness.

### Having Happiness

In our reflection on the problem of the *ego* seeking happiness, let us move back considerably in order to achieve perspective. The *ego* in the cradle seeks happiness. The infant's world of awareness is a small world; his desire for happiness is proportioned thereto. Periodically, the infant cries when he is being denied the happiness of physical well-being. The infant has happiness. The child of five has a greater world of awareness. The child of five finds happiness in a cuddly toy, in a visit to the home of an indulging grandparent where he is the center of receiving. The child of five has happiness. The boy of twelve finds happiness in having a bike; the girl of twelve in having clothes like the other girls wear. The twelve year old has happiness. From age one to the teens, the accent is on having. Receiving constitutes happiness. Somewhere along the line of having happiness, there awakens in the teen, the *desire* to be happy. *Having happiness* is quite different from *being happy*. Now the accent is no longer on possessing; it is on self-fulfillment.

### Growing in Self-Insight

Accordingly, being happy coincides with being oneself. The adolescent begins to find himself. He begins to probe the experiences in which he is involved in an effort to grow in self-insight, in an effort to be authentic. He wants to realize himself; he wants to live authentically. In probing himself, one of several effects may occur: the adoles-



Prominent Catholic educators met at the recent NCEA Convention. They are: Rev. Patrick Howard, O.F.M., rector of Holy Name Seminary, Washington, D. C.; Sister M. Patrice, O.S.F., community and diocesan supervisor for Archdiocese of Milwaukee; and Rt. Rev. Msgr. T. Leo Keaveny, Ph.D., Little Falls, Minn., chairman of school board, Diocese of St. Cloud.

cent may overestimate what he is; the adolescent may under-estimate what he is; the adolescent may play several roles, at one time being something of himself, at other times being something other of himself. In the first instance, where the adolescent's self-concept is too high, one is confronted with the habitual daydreamer. This is the child who is due for severe frustration when he actually tries and fails. The adolescent who underestimates his ability, his powers of body and soul, is the child with a definite inferiority complex. Here counseling and increasingly complex challenges meet the need. And the adolescent who lives different personality roles admits he is simply having *fun* for a while. Each of these adolescents, in finding himself, his true self, experiences a profound sense of nothingness. In your experience, it shouldn't be too difficult to follow this reflection if you remember that you have probably often heard a teen say: "I have nothing to do." "I'm bored with life." "Nothing interests me." "I can't seem to take hold of anything."

### Three Levels of Growth

There is a great deal of nothingness proper to becoming an adult. To see this more clearly, consider that there are three levels of growing to be authentic. There is the level of sense, the level of reason and the level of spirit. On the level of sense, we have the age one to the teens' world of awareness. Then, *ego* has things. This makes *ego* happy. Moving to the level of reason,

we speak of the first stages of self-reflection where I is beginning to grow within. When the intellective powers of the teen are groping for it knows not what, when the volitional powers of the teen vacillate from one particular "it looks good to me" to another, what is happening? The teen is groping for happiness; he is groping to be happy. But he finds that no thing that interested him up to this point holds any interest for him now. So he tries new things — new experiences, legitimate or illegitimate. He dances till one; he night rides under the stars; he steals parked cars; he laughs at authority, etc. He retires each night, tired and bruised, by his vain efforts to understand the mystery of his deeper self. In the morning, each morning, he awakens to the fact that no thing yet experienced has given him the happiness he yet craves. He daydreams of something new. Maybe. . . . Surely this new thing will dissolve this inner nothingness.

Such an adolescent, as do all adolescents, need guidance — they need metaphysical guidance. They need to be shown that life isn't just a question of pleasures to be sought and of discomforts to be avoided. The self, that inner self, is a capacity to be. The inner self is made for more. That self is made to think that which is most true, to will that which is most worthy to be willed, to love that which is most worthy of love and complete devotion. All of the powers of body, will, and intellect are seeking to be realized. Only in realizing the powers of his own na-

ture fully does the ego find itself on the level of spirit and know itself as being happy.

### The Level of Spirit

It is a painful experience passing from the level of sense, to the level of reason, to the level of spirit. It is an experience that involves a total disintegration of one's personality. One must admit the nothingness of pre-reflective desires — the desire for things, and accept the fullness of reflective desires — the desire for authentic values. From teen to well past twenty, this is something of what the adolescent is experiencing. The adolescent is beginning to live within; the adolescent is beginning to live reflectively; the adolescent is beginning to live aesthetically, intellectually, and volitionally.

A child of seven doesn't live a reflective life. A child lives completely on the exterior. If, for example, you suppress a child, forbidding him to clap or shout, when an expected or unexpected treat is in store, you are killing the joy in that child's life. A child's experience of joy requires that he express that joy in some outward show of behavior. For a child or a pre-adolescent, there is no joy within for there is no living within.

Sometimes we see a child of seven or eight nonchalantly riding a bike down a busy highway. As adults we shudder at the danger he is courting. . . . There is no danger present for a child in such a "risky" situation. That child lives only the present moment; what may happen five minutes from now never occurs to him; he is completely non-reflecting. This is important to our discussion because it throws light perhaps on why the adolescent rebels at authority. The adolescent isn't rebelling so much at authority as he is rebelling at himself. For the first time he is beginning to be confronted with soundings from within, his inner reflections, that seem to be making him less free. He wants to be the same as the crowd, yet is increasingly aware of the inclination to be different, to be himself. Now he is well on the way to being reflective, to living not just in the present, but to live the past and the future in the present moment.

When it is realized that to grow up is to grow within, that to grow to adulthood is to be an authentic *ego*, an *ego* who thinks and feels and wills as true to his authentic reflections, then many of our adolescent problems will be counseled more empathetically.

# Catholic Kindergarten Assn.

By Ella Callista Clark, Ph.D.

■ Under the guidance of Sister M. Agnes Therese, I.H.M., of Detroit, its president the National Catholic Kindergarten Association held its eighth biennial convention, April 4-6, in Atlantic City presenting many practical and inspirational ideas. In addition to the talks and panels, the always popular Resource Center supplied many concrete suggestions for valuable kindergarten activities.

## Importance of the Kindergarten

At the opening session, Very Rev. Msgr. William McManus, superintendent of schools in the Chicago Archdiocese, greeted the audience of pastors, supervisors, and kindergarten teachers. Among his pithy and important observations on the place and worth of the kindergarten was Monsignor's "credo" statement, "I do believe in the kindergarten." Rather than close the kindergarten, Monsignor stated that in some cases he would prefer to double the sessions in the early elementary grades. His message received a long and hearty applause.

The key address of the convention was given by the Very Rev. Msgr. John F. Bourke, who this year celebrates the 25th anniversary of his educational association with the Diocese of Albany.

In his address on "Whistles of Silver," he shared with the audience some of his findings, conclusions, and understandings of the mystery, the wonder, and the splendor that is a child.

His first reflection was on the power and potential of the child's mind, the depth and extent of the mental or intellectual ability of the little ones. Msgr. Bourke pointed out that the child who comes from a Catholic home where he has begun to acquire desirable attitudes and habits and the beginnings of knowledge of God and God's world is at a decided advantage. However, he questioned, "Have we not sometimes underestimated the child's capacity to know? Have we not by method and routine slowed the child into complacent achievement inferior to his potential? How we not often been guilty of removing much of the element of challenge and interest from child life?" Msgr. Bourke deplored that children are bundled and snowsuited, legged and hooded, booted and mittened to the extent where they are hampered in movement and hardly know what cold is; that they are driven to and fro so that walking is a lost art; and that wishes for toys and playthings are so readily granted that the urge or need to make or find or improvise is killed.

Monsignor challenged the kindergarten teacher to train her children to walk along

the path of life, holding hands and talking to God, seeing His wonder in the blue of the sky, appreciating His love in the flower and bird and tree, feeling His freshness in the spring from which he sips, thanking Him for His gifts so generously bestowed on every side, loving Him with mind and heart and soul.

Sister M. Corinne, C.S.J., corresponding secretary of the NCKA, read the message from our Holy Father, Pope John XXIII, in which he pleaded for the light of the Holy Spirit upon all the speakers and participants in the convention, thanked the Association for the gift of \$100 sent to His Holiness upon this occasion, and bestowed the Apostolic blessing upon all attending the convention, upon the absent members of the Association, and upon all the children taught in our kindergartens.

## Reading Readiness

Mother St. Bernard O.S.U. of Malone, N. Y., was chairman of a panel consisting of Sister M. Hildegard, B.V.M., of Chicago; Sister M. Elizabeth, O.S.F., of Clinton, Iowa; and Mrs. Milton Young of Detroit that pointed up ways in which the kindergarten provides invaluable readiness for the very important work of learning to read in first grade. Here are some points presented by this panel:

Readiness is the theme of the kindergarten. Since we want each child to develop to the limits of his capabilities, we need to recognize his individual potentialities, problems, and limitations, and work from there by providing challenging and appropriate experiences. Let us make the most of all the opportunities to develop readiness.

Creative activity provides a wealth of experience for growth from the games to the large blocks. These are not just play, but help the child adjust socially and develop definite skills for eye, ear, tongue, and muscular co-ordination.

Through stories told and retold and dramatized, vocabulary and good language habits are formed. Leading questions will stimulate the shy or immature child to take part in the discussion and become a part of the group. There is much in the wonderful world of nature for little inquiring minds to explore under the guidance of a capable teacher. The beauty of the illustrations in books, the magic of poetry, the charm of a delightful story all help children to develop habits of good attention and predict outcomes, and thus develop reading readiness.

There are countless methods and devices used to train auditory discrimination and thus lay the background for reading by

helping them to hear and identify sounds in words.

Work with crayons, paints, clay, and chalk, provides the child with opportunity to develop powers of concentration, to solve problems, to use judgment, to reason, and to follow directions.

We want our children ready for first grade. We can achieve this end when we have dedicated, well prepared teachers guiding children who love, respect, and enjoy school. The child who develops abilities to follow directions happily, listen carefully, and share ideas, will have a rich background for the reading and language work of first grade.

The kindergarten teacher with a small class is in an advantageous position to give individual attention to each child. There is less strain on the teacher which, in turn, is reflected in the atmosphere of the room.

The teacher of a small group can plan the kindergarten activities so that they provide many opportunities for each child's active participation in observation, experimentation, discussion, and working together. There is also more per-pupil space in which to operate.

However, the teacher with a large kindergarten group will find grouping a valuable aid. While one group performs in a brief dance, others are the audience. Some may work with clay, crayons, or paints, while others engage in more vigorous activities requiring more space.

## Other Phases of Readiness

The Thursday morning session rounded out the picture on readiness by including creativeness, foundations of self-control, music, and science. Sister M. Killian, I.H.M., Detroit, pointed out that:

The art program in the kindergarten is especially important since art is a natural means of communication for a child and has a definite part to play in helping him establish relationship to his environment. If the art program is to be a truly educative process, it must be aimed at meeting children at their own level of development. The teacher must know the stages of creative development and how they are manifest in a child's work before she can properly guide the child's creative expression. She must accept each child at his own level and try to provide for each a rich background of experiences which will stimulate sensory, imaginative, emotional, and intellectual development. The use of coloring books, workbooks, copying schemes and devices are harmful to a child's creativity. They make him overly dependent, stereotyped, and insecure, and they contradict the way in which children usually express their ideas in art. The competent teacher will provide children with suitable materials which she will help children to use creatively. Only to the extent that an art experience contributes to the child's development does it deserve a place in the kindergarten program. The success of each activity is to be judged not on the appearance of the final product but on the effect it has had on the child himself.

Mrs. Anne Bravo of Fordham University noted that early explorations in science begin with a sense of awe and wonder



within the heart and mind of the teacher. Then and only then the teacher can begin to lead the child to see the miracles in nature around him.

The next factor in early exploration in science is to know when and how to begin. First the teacher must use her senses to explore her environment so that she can lead the children to explore and understand theirs. Then the teacher must be aware of the learning implications in the most common everyday experiences. For example, a teacher may take a common element such as water. After she has renewed her own sensory experiences with water, she can then capitalize on some natural happening in class to develop a good exploratory lesson with the children.

The factor that dominates early exploration in science is that the teacher must have the insight to see the scientific fact within the child's play, and then lead the child to discover it for himself.

Sister Alice Frances, C.S.J., and Miss Frances Vaughan of Brooklyn showed the important contribution of music and how kindergarten provides foundations for self-control.

### Resource Center

The Resource Center with its many exhibits was a source of great attraction. An air of friendliness and enthusiasm was evident as many visited the various displays which were readily explained by experienced educators who had provided them.

The reading Readiness Section was in charge of Mrs. Milton Young whose versatility in readiness proved that "kindergarten is readiness." Especially attractive and seasonal were the pie plates turned into Easter bonnets and book boxes converted into pocketbooks.

Sister Hildegard, B.V.M., and Sister Mary Elizabeth, O.S.F., answered questions on reading readiness for kindergarten with many children and with few children, respectively.

Sister M. Kilian, I.H.M., in a fascinating section pertaining to art had many and various exhibits of children's art work. String painting and finger painting were the delight of many—it's no small wonder the children enjoy it so much. In addition Sister ran a film to show how art is a vital need for the young child.

In connection with the discussion on "Music Making Before Making Music," Sister Alice Francis, C.S.J., showed with a set of water glasses how the innate musical talent of a child of five can be developed by having him create his own composition. In contrast to this simple method she demonstrated the use of a set of resonator bars for the same purpose. There were also on display pictures of Sister's own kindergarten group showing music in action.

### Summer Kindergarten Workshop

In response to numerous requests a three-credit Kindergarten Education Workshop directed by Sister M. Agnes Therese, I.H.M., is scheduled, June 26-July 21, at Detroit University.

The Workshop will provide experience for teachers and directors of kindergartens. Observation of teacher and children in a

kindergarten laboratory, the planning of typical kindergarten as well as curriculum work units, and the opportunity of a limited amount of directed teaching will receive major emphasis. Group and individual conferences will be arranged and visiting professors will lecture on child development, creative art, literature, and other aspects of the kindergarten program.

This program will be religion-permeated and especially arranged for teachers in parochial schools.

The Workshop will meet daily, Monday

through Friday, from 1:00-3:30 p.m. in the Gesu School Kindergarten Laboratory, north of the University of Detroit campus.

The Workshop will carry three credits on the advanced undergraduate level. Those who meet the requirements of the graduate school may enroll for graduate credit. The Workshop Fee is \$60. Enrollment will be limited to 25. Reservations will be accepted and acknowledged as received.

Reservations may be made by writing to the Director of Summer Session, University of Detroit, Detroit 21, Mich.

## National Science Teachers

By Sister M. Beatrice, O.P.

St. Andrew Avellino School, Flushing, N. Y.

■ YEARS have passed since my first teaching experience in science. One beautiful day early in October, more than twenty years ago, a fluffy milkweed seed came floating into my classroom. I caught the intruder and this started a unit on the study of seeds and plants. This project became an object of interest to the whole faculty. A book salesman visiting the classroom became intrigued and provided us with texts for further study. Thus, my first science lesson came to a fruitful climax.

November of this current school year I was asked to participate as a demonstrator and a consultant in elementary science at the National Science Teachers Convention. My experimental background had prepared me as a classroom teacher, a curriculum consultant, and as a supervisor for this participation. Having returned to the classroom, I had a perfect setting for preparing for an appearance on the National program. The class chose to follow our diocesan course of study for this special occasion and develop the plant propagation concepts required for the fourth grade. With the use of hydroponics, the concepts could be very easily studied. We called our experiment "Culturing Angiosperms by Hydroponics." Simply stated we raised beans and wheat with the use of a nutrient solution. We made six different solutions leaving out one of the ten essential elements from each. With this we used a control of distilled water. At the conclusion of our experiment we knew the effect of calcium, nitrogen, phosphorous, magnesium, and potassium on green plants. The results of the experimentation were recorded by notebook, diagram, slides, photographs, tape recording, scrapbook, and newspapers. Our record was made by this media as we knew we couldn't transport our plants to the national meeting. The opportunity to show others what we could do acted as a motivating force in accomplishing our work. The "How I Do It

Session" of the convention benefited by our experiences. Copies of our master lesson plan were distributed to the audience at the session. The children had followed the lesson plan in carrying out the project. Also, the *science edition* of our class newspaper gave a clearer picture of the activities of the children. The newspaper was also made available to the onlookers.

### Much Catholic Participation

Our materials and project were well received. All Catholic contributions made at this National Science Convention seemed to have an awe-inspiring effect. The appearance of so many religious on the program was due in effect to the efforts of Sister Gabrielle, O.S.F., principal of Holy Trinity High School, Hartford, Connecticut. Sister had availed herself of the opportunity as chairman of the "How I Do It Session" of the convention. These sessions were a feat of good organization and resulted in a well-administered program. The public school elementary teachers and the Catholic school elementary teachers met on a common ground of interest and pooled their experiences to the advantage of both. For the Catholic educator, I would summarize the observation of the convention in fivefold conclusions: First, it was observable that science is being taught on the elementary level in the Catholic schools from coast to coast. Second, our method of the development of a course of study is comparable. Third, we use multi-text approach in teaching the science concepts. Fourth, our in-service program for our elementary teachers is almost identical. Fifth, the courses of study of the public and parochial systems are highlighting the same areas of study. The education cliché "keeping abreast of the times" is true of our alert teachers and administrators. "We can do all things in Him who strengthens us."





Charlie  
the Destroyer

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This special Catholic Management Section will be included in the CATHOLIC SCHOOL JOURNAL five times a year—in February, April, June, September, and November—as a special service for all the administrators and supervisors of Catholic schools and institutions.

## Catholic Management Section



JUNE, 1961

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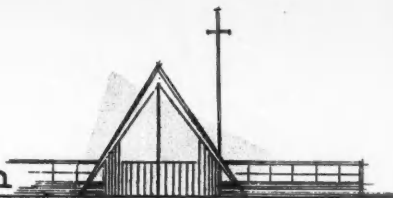
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JUNE, 1961

"An employee is a unique individual whose attitude  
is frequently influenced by seemingly unimportant  
acts of administrators . . ."

## *The ART of Successfully Handling People*

By Brother James M. Kenny, S.J.

*Business Manager, Fordham University*

● THE ART of successfully handling people — sounds like an extremely ambitious boast; that it is ambitious, there can be no doubt. The phrase may also convey the impression that here is the long-awaited answer to the \$64 question of how to solve all the personnel problems of administrators in our Catholic institutions. Alas, there is no such panacea! The purpose of this article is to assist both management and workers to lay the foundations for the common understanding necessary to the establishment of a philosophy which will guide action.

Endless pages have been written on the personnel handling; countless seminars held, not to mention the highly qualified professional faculties assembled in our schools of Economics and Labor Relations. All these efforts are directly or indirectly geared toward solving the great human equation — personnel and the attendant problems that arise wherever people are involved. Usually these efforts are directed toward types of employees which may include clerical and sales personnel, manual and professional workers, supervisory employees and executives. The beneficiaries, up to the present time, have been

primarily industrial centers that are the hub of our economic system. However, the day has arrived when the personnel in our colleges and universities and all Catholic institutions have a just claim and stake in these efforts towards achieving a better way of life.

Lest there be any misunderstanding, allow me to say at the outset that these means are not only good and worthwhile in themselves, but also essential to effective management. Knowledge is power. An enlightened labor and management force on both sides of the bargaining table is the surest means of achieving the desired goals. However, so much has been said and written on personnel in recent years, that concern for methods and procedures is beginning to obscure the real problems that these means are intended to solve. An individual highly respected by both labor and management and considered an outstanding government mediator on labor problems in the past 20 years, Francis A. O'Neill, Jr., said recently when he negotiated a settlement of a strike on the Pennsylvania Railroad, "I have never found a textbook that will cover the problems involved in any major dispute. I try to follow a philoso-

phy that is based on the recognition that I am dealing entirely with human beings and not with commodities in commerce." Very sage advice, coming from one who has spent the greater part of his 53 years educating himself in the ways of labor law. It is not surprising that he has received the plaudits of three former presidents of the United States.

In these days of constantly rising costs, it is incumbent on employers — and especially employers in nonprofit organizations — to get the most for the dollar, that is, to obtain the maximum results from employees. It is true that progressive management thinking is far ahead of what it used to be. We now realize that the paycheck in tangible dollar benefits is only a small part of the needs that must be met by management to create a high level of morale. Let us view a composite picture from the worker's point of view, with particular emphasis on the basic satisfactions he must get from his work.

### **Attitudes Toward Jobs**

Unfortunately, there is no simple explanation for any given state of employee morale. Rather, a great many



complexities set in motion a circular reaction which tends to keep good morale good and poor morale poor. Contrary to popular opinion, studies show that many factors considered important by management actually play a minor role in employee morale. This is not to say that rate of pay, hours of work, proper job differential, etc., are not important. They are of very great moment, but when workers feel certain that their employer is paying the going rate or better, they take the wage level for granted and turn their attention to more personal and intangible needs. These personal needs may be described as participation, recognition, opportunity, security, and communication. For the most part, these needs are seldom explicitly expressed. Nevertheless, management makes a serious mistake in overlooking the importance of considerations which so affect employees' attitudes. Here we are speaking not of tangible, logical facts but of attitudes, feelings and basic satisfactions.

When, for example, I mention that employee morale may be greatly enhanced through participation, I specifically refer to the appointment of a small committee that would review and study ways and means to improve the physical conditions and atmosphere in the staff dining room. A typical committee would consist of a key employee, shop steward, the immediate supervisor, and the chief administrator within the institution responsible for personnel. It is true that all problems cannot be solved by committees. Sometimes all that can be done is to allow the employees to understand the complexity of the problem. A committee investigating a problem may report that it cannot find a solution—and, as a result, would soon convince their fellow employees that nothing can be done.

Every thoughtful supervisor knows that his success on the job, in very large part, depends upon the efficiency and good will of the employees reporting to him. Likewise, a good supervisor should think things through from the employee's point of view. Each employee is a unique individual whose attitude is frequently influenced by seemingly unimportant acts of top administrators, such as special or prompt recognition. Small considerations which may amount to nothing in themselves are indicative of an attitude of sincere appreciation of all the basic human needs of workers. If the only basis management can conceive for employee

loyalty and co-operation is the pay envelope and a short workweek, then there can never be enough money or short enough hours to do the job. Management must have a firmer basis than this on which to build effective working relations.

### Conditions of Work

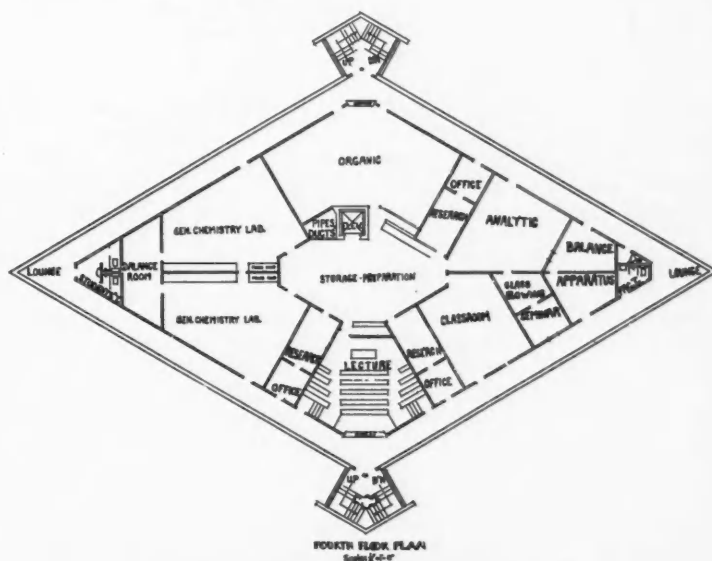
The role played by conditions of work is likewise often misunderstood. Good equipment, pleasant and attractive surroundings, well-maintained washrooms, and so on, can never of themselves develop high morale. Their absence, however, can be a source of real difficulty. If employees are discontented with any phase of their relations with management, they are likely to seize upon and magnify any inconvenience arising from their physical surroundings. They can tolerate situations they know are difficult for management to correct but where annoyances are apparently unnecessary, employees are likely to interpret the conditions as evidence of management's lack of concern for them as people. It is against this attitude that employees rebel. The poor working conditions are merely evidence of the attitude and a convenient target for complaints.

So it is clear that environment is not

just the physical plant and surroundings, it is also the mental and emotional atmosphere inside school, hospital, office, or the institution. Employees are extremely perceptive in discerning the dominant assumptions which management holds about them. It has been definitely established that employees respond primarily to the evidence of management's concern and only secondarily to their economic values.

### Planned Leadership

Such traditional methods as "the open door" which place the responsibility for taking the initiative with the employees, is completely ineffective in gaining employee acceptance. Scheduled meetings, planned programs for communication through supervisors and other devices must be used to assure that employees understand. The key to gaining acceptance of the salary scale, insurance and retirement plans and other fringe benefits is largely dependent upon day-to-day communication and application. High employee morale is not a result of "being nice to people" or plying them with favors. Good morale and good results are not mutually exclusive. They are two aspects of the same thing: sound organization and capable leadership.



**A DIAMOND-SHAPED SCIENCE HALL**

A four-story, diamond shaped Science Hall is in the provisional blueprint stage for St. Benedict's College, Atchison, Kan. The plan which evolved from octagon, to hexagon, to diamond, features a vertical central utility core, interior laboratory-classrooms, and plenty of preparation area for instructors. Instructors can prepare laboratory materials and cart them to classrooms; they can control lab heating and lighting for visual demonstrations. The architect, Shaver and Co., Salina, Kan., is planning the building to accommodate college science classes for an enrollment of 750 to 1200.

Administrators must make decisions; yet few can identify the thought processes that compose

# The Pattern of Decision-Making

By R. W. Morell, Ph.D.

*Professor of Management and Chairman, Department of Business Administration St. Joseph's College, Rensselaer, Ind.*

● ONE of the chief functions of management at any level in an organization is to make decisions. While decision-making may be relatively simple in some instances, in others it may call for the most demanding exercise of a man's imagination, reasoning, and judgment. Whatever the interest in the subject, the fact is that practicing executives, managers, and supervisors must be capable of making good decisions. This decision-making is the heart and core of administration. It is the key to the job of the manager.

Despite its extraordinary significance, the subject of decision-making has, until recently, received very little attention. Only during the past decade has the topic been discussed seriously in literature and at management conferences. If decision making is the key to the job of manager, then it would seem that a great deal could be learned by analyzing the process and making managers conscious of the decision-making process. In this connection, however, executives are remarkably candid about their own ability to analyze the act of decision-making—usually they will admit that they just don't know how they do it.

The very fact that the process of decision-making is so unfamiliar to skillful administrators, detracts somewhat from the confidence that can be placed in the decisions of managers. Who can estimate how much greater efficiency, lower costs, and increased quality might accrue if managers made better decisions?

During the past two decades, there have been important advances in organization theory and practice, in personnel management, in human relations, in management training, in economic analysis, in accounting methodology, and in marketing research. These understandings have resulted in significant improvements in our managerial competence. Within the next two or three decades, the emphasis in management will be on an understanding of decision-

making, which should bring about an even greater improvement in our managerial skill and performance. The manager who today gets by without any knowledge of the decision-making process will tomorrow have to understand it and use it. How should managers make decisions, may be asked here.

## Stages of Decision Making

A decision can be only as good as the process used to arrive at it. A manager grounded in the various steps of this process should be much better prepared for administrative work than one who makes decisions on a hit-or-miss basis or who simply has a few rules-of-thumb to go by. Let's attempt to brush away some of the mystery so commonly associated with the decision-making process, to get some insight into the process, and transform what is ordinarily an unconscious process into a conscious one. It is not to be denied that managers, supervisors and individuals may and do successfully make some valid decisions without any previous study of methodology. But it is also true that a person usually does a thing better if he knows *what* he is doing, *why* he is doing it, and *how* to do it.

Logical methodology enjoys a reputation that stretches all the way back to Aristotle. Yet despite its great prestige, **relatively few people seem to be able to reason logically, and even fewer seem disposed to accept decisions arrived at logically unless they happen to coincide with decisions previously reached on a desire or emotional basis.** Nevertheless, logic can give decision-makers great leverage in solving business problems. Without it, the administrator must put his faith in such untrustworthy methods of decision-making as rule-of-thumb, impulse, or chance factors.

Decision making deals with problems and alternatives. Whether the decision-maker chooses one alternate or another depends very much upon his ability to reason validly. Logical analysis enables

a decision-maker to get a firm hold on a difficult management problem.

Looking upward from the bottom of the managerial hierarchy, it may sometimes appear that decisions of managers and administrators are the arbitrary products of impulse and caprice. This should not be the case. A managerial decision is a derivative of premises. Sometimes these premises may not be precisely formulated, or be operative at the conscious level. But a correct and compelling decision is not a simple, unsupported assertion: rather, it is a conclusion sustained by the premises from which it is derived. It may be called a logical decision.

The activity of decision-making does not begin, however, with the formulation of premises. Earlier stages involve such considerations as uncertainty, analysis, consciousness of the problem, definition of the problem, formulation of alternatives, and so on.

## The Stage of Uncertainty

Uncertainty or doubt is the first stage in the decision-making process. It is likely to be an anxious period of worry and confusion. At this stage, decision-making is indetermined and uncertain, because the situation is uncertain and doubtful. The concept of uncertainty is a positive one; it does not mean merely a subjective and negative state of doubt. The doubting stems from a particular, uncertain, objective situation, which exists because the constituent elements of a situation are not settled, or unified, or coherent. Such an uncertain situation is capable of bringing decision-making into existence.

An uncertain situation occurs when we find ourselves somewhat overwhelmed by a mass of seemingly contradictory facts that need explanation and unification; or when we face an unpleasant or frustrating situation which we know we must solve, but, to our dismay, we seem to approach—with a numb sterility of mind. For example, declining profits may make it impossible to achieve some

management goal. We are overwhelmed by a formidable array of facts on revenue, cost, product, market, competition, organization, etc., until we become worried, confused, and vague and our mind seems to become a complete blank. This is a normal, but depressing, phenomenon during the stage of uncertainty.

The beginning of the transition from an uncertain situation to a resolved or settled situation occurs in the next stage in the decision-making process: the stage of analysis and definition.

### Analysis and Definition Stage

When the decision-maker judges that an uncertain situation is a problematic situation (i.e., a situation which generates a problem), he has taken the first step toward its solution. A problematic situation is already on the road to settlement as a result of being subjected to preliminary analysis, whereas an uncertain situation has had no analysis and, consequently, is not partially settled. Analyzing the problem leads the decision-maker to the "relevant factual situation," a condition wherein the decision-maker is now ready to *describe* the relevant facts of the problem. Observed facts are undescribed facts; the moment they are conceptualized and expressed in words, the observed facts become described facts. The purpose of putting facts in described form is that they may take on the form of premises and, consequently, provide the type of material to which the methods of logic can be applied.

Decision-making at this stage is largely a factual analysis, in which the decision-maker's first task is to separate the relevant, material and significant, from the irrelevant, immaterial, and trivial. Here the decision-maker must discriminate between fact and assumption or opinion. In this respect, the facts are universal, but the interpretation of facts are personal. The decision-maker should be aware that his analysis of facts is dominated to a great extent by his conceptual framework. The concepts and ideas he brings to the facts determines for him—if he is honest about it—what facts are relevant and significant. A cardinal sin at this stage is the manufacturing of facts. This occurs when the decision-maker has prejudged the situation and wishes to build a case for his "decision of desire" by providing an illusory factual basis.

Analysis of the facts can be quite time-consuming, depending on the na-

## "Always ask a Busy Man..."

When a problem comes along, do you brush it aside with a hasty, "I'm too busy"? Successful people are those who seem to take all problems in stride . . . and they never seem too busy to accomplish more. How often have you heard it said: "If you want a thing done, ask a busy man"?

Here is a sample list of questions which will help you solve problems and become more decisive. Ask yourself:

**What am I trying to accomplish?**

**Have I done this sort of thing before? How long did it take?**

**Can I do this another way in less time?**

**How have other people done this? How long did it take them?**

**How can this problem be adapted to fit into x hours or days?**

**How can I adapt myself to taking x hours or days for this?**

**Can I delegate this job to someone? How long would that take?**

**Can I do it in combination with someone? Again, how long?**

**If I spend x more time, could I do it enough better?**

**If I spent x less time, would the result be satisfactory?**

**What would happen if I did nothing?**

This list is sketchy and very general, but it is a start to accomplishing more things in less time. — Adapted with permission from *The American Appraisal Company's Clients' Service Bulletin*.

ture of the problem, yet it is only the first step in this stage. The next task, equally difficult, is the definition or specification of the problem. The definition of a problem is the resolution of the problem into a question in order to render it definite and specific. If the decision-maker is unable to specifically state the problem, preferably in one interrogative sentence which includes one or more goals, the analysis of the problematic situation has not been adequate or in sufficient depth. Further analysis is necessary.

A caution here: emotional bias, habitual or traditional behavior, or the tendency of a human being to seek the road of least resistance may result in a superficial analysis, followed by a statement of an apparent, rather than the real problem. **Many an excellent solution to an apparent problem will not work in practice because it is the solution to a problem which does not exist.** Consequently, don't short cut the analysis stage.

A real problem staged in one interrogative statement is already on the road to solution, since it acts as a directive pointing out the areas where

a solution should be sought. For example, to solve a problem of morale, one would not seek a solution in the areas of costs or production control.

### Proposal of Alternatives

The next stage of decision-making is the proposal of alternatives. With the problem specified before us, with what we believe are sufficient relevant facts before us, and with previous knowledge as personal equipment, we may now formally attempt the suggestion of relevant alternatives.<sup>1</sup> The definite facts in a problematic situation must first be observed and allowed, together with the indeterminate uncertainties of the situation, to suggest ideas relevant to the possible solution of the problem.

These ideas differ in grade according to the stage of reflection reached. At first, they are vague, but with further observation, they become more suitable as a means of solving the problem. As ideas become more appropriate, observation becomes more acute. Perception and conception work together until the

<sup>1</sup> The terms *alternative*, *hypothesis*, *suggested solution*, *tentative solution*, *concept*, and *idea* will be used synonymously in this discussion.



former locates and describes the problem, while the latter presents a possible method of solution.

Next, the consequences of the alternatives need to be developed. Can the suggested alternatives be the means of solving this problem? A verbal expression of the alternative helps in determining the functional fitness of the suggested solution. Perhaps additional factual material will be needed at this point. An examination may result in the rejection, acceptance, or modification of ideas in an attempt to arrive at more relevant alternatives. The decision-maker here attempts to appraise the pertinency of the alternatives.

Finally, he must consider the "operational" nature of facts and alternatives: their capacity to interact and function together to bring about the solution to the problem. How do these suggested alternatives meet the factual situation? This interrelationship between facts and ideas, each conditioning the other, includes a testing function. Ideas are tested by their capacity to bring new facts to light and to organize the selected facts into a coherent whole. Facts are tested by their fitness to function as evidence. Both are checked by their capacity to work together to solve the problem.

### A Period of Incubation

Creating and figuring out alternatives and their consequences are a major part of all rational decision-making. Nevertheless, no rules can be given for hitting upon a relevant hypothesis. We do not know how the mind organizes, relates, and synthesizes facts and ideas. However, we do know that after a period of prolonged, conscious study and analysis, a period of incubation sets in. Often this is when the decision-maker ceases his deliberative effort to solve the problem and turns his attention to other activities, to recreation, or to sleep. Time seems to be essential to the process. It may be only a few minutes or a few hours; or it could be days, months, or years depending on the competence of the decision-maker, the nature of the problem, or the nature of the original initiating situation. Ideas reappear spontaneously from time to time with modifications so that the decision-maker may cast and recast them experimentally into a number of alternative relationships.

Hence there are several practices a decision-maker may employ to enhance the probability of his creating relevant alternatives. First, he should be satu-

rated in background knowledge of the problem. When he has sufficient data and concepts, then fruitful alternatives may emerge. Second, he should concentrate on the problem intensively for prolonged periods, preferably without anxiety and in a mood of eagerness; then turn away from the problem and relax. Tension and anxiety seem to have a negative effect on one's creative ability, while relaxation seems to be the mother of hypothesis. It might be well if he carried a notebook so he could record the core of a good idea when it occurs to him at what may be an inopportune time. Many of our best ideas are lost forever when we depend upon frail memory. Third, if the decision-maker feels he has reached a complete impasse, he should restructure the problem. Restructuring involves manipulating the elements of a problem, a change in viewpoint, or possible modification of an objective. It may mean looking at the problem from the other fellow's point of view. Remember, too, the alternatives are a product of the decision-maker's total background and experience, the facts and concepts he has accumulated up to the present time. So the decision-maker should take advantage of every opportunity to build up his conceptual framework through education, experience, reading, study, and discussion. A well-organized conceptual system is his sword for the battle of choice. Surely, too, the act of creating alternatives will be more productive for the decision-maker who courageously and frequently attempts to solve more and more difficult problems over the years as the needs arise.

### Stage of Verification

The final stage of decision-making is verification. In this stage, the decision-maker attempts to re-examine, confirm, substantiate, and test the alternatives developed. It suggests a period of hesitation before the adoption of any alternative to permit checking the alternatives. This is characteristic of rational behavior on the part of the decision-maker. Most of us have had the disillusioning experience of realizing that an alternative that looked good initially was quite impracticable upon verification.

Verification of alternatives can be accomplished informally by the imaginative projection of possible effects that might occur if an alternative were put into operation. However, I prefer the more formal system of verification: logical deduction as a check for alternatives.

To achieve logical verification, alternatives should be verbally stated in order to discover and test the implications of alternatives and draw valid inferences from them. This formal verification is the subject of an entire book, *Managerial Decision-Making*,<sup>2</sup> and can only be mentioned here briefly.

Although the preceding pattern of decision-making appears to be resolved into four neat stages, it would be misleading if the reader does not realize that in actual practice these four stages may overlap. For example, it is not uncommon for an alternative to occur while the decision-maker is still collecting data about the problem. In complex problems, different phases of the subject may develop at different rates or even simultaneously. Nevertheless, it is necessary to approach the pattern of decision-making, stage by stage, in piecemeal fashion to adequately analyze the process and at the same time to uncover meaningful and useful insights.

<sup>2</sup> R. W. Morell, *Managerial Decision-Making* (Milwaukee, Wis.: The Bruce Publishing Co., 1960).

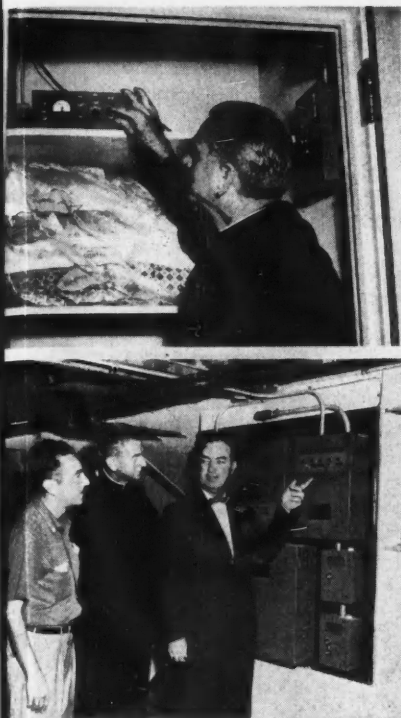
### MAP BEST ROUTE TO SCHOOL

Schools in urban communities have the responsibility of protecting children against traffic hazards. This is especially true when a parish school is located "across the tracks" or not far from a main thoroughfare or heavily-traveled arterial street which many children must cross. In a number of cities public school authorities have developed "best route to school" maps for each elementary and junior high school. The maps are limited to the district or neighborhood which the school serves and are clearly marked to indicate arterials, roads, bus lines, traffic lights, police posts, and location of school crossing guards. Sections of the maps in mimeographed form are provided for the home of each pupil, so marked that the parents can direct the child to take a safe route to school and return. The maps and routes are worked out with the help and approval of the local police precinct and are revised annually to take note of changes in the local traffic situation. The principal and his staff work with the police in recommending new traffic lights, crosswalk markings on the pavements, and requests for necessary hours of police safety coverage.

The "safest route to school" maps are just one adjunct of the entire school safety program. The best school systems employ adult crossing guards—usually women wearing uniforms caps and white belts—student crossing guards, and teacher safety counselors.

In most cities the police departments, especially the traffic officers, are willing and anxious to work out safety programs for parochial school pupils. The working out of a traffic safety program for a parish school is a *must* for the summer vacation.





Top: Father Nelipowicz checks burglar alarm controls located in a closet in the rectory. Below: School fire controls are inspected.

## PARISH INSTALLS FIRE AND BURGLAR ALARM SYSTEMS

Safety of personnel and property were the primary considerations of Rev. Roger Nelipowicz, O.F.M.Conv., when he recently had installed a comprehensive fire detection system in his parish and a burglar alarm system to protect the altar of his church. Father is pastor of St. Peter's parish, Point Pleasant Beach, N. J.

"If we have a fire, day or night, we want to get an immediate alarm which will permit us to vacate the structures quickly," he stated. Father pointed out that 12 religious reside on the parish premises and that 450 children attend the parochial school. Nor is he unmindful of the fact that some 4500 church fires annually consume about \$20 million of property. "We want to be able to attack any blaze in its infancy," he added, "before it has a chance to gain headway."

Kidde Atmo fire detection systems were installed in the rectory, church, convent, and the old and new schools. These systems are comprised of thin copper tubing mounted on the ceiling of every protected area. The tubing can be painted to be quite inconspicuous. Any undue temperature rise in the protected area causes an expansion of air in the tubing. The expanded air moving in opposite directions through the tubing enters the detector and acts on two opposing diaphragms. Pressure forces these together and closes an electrical circuit which sounds an alarm. From the

temperature rise to the alarm normally takes less than 30 seconds.

Adible alarms sound inside the structure and also report the fire at the rectory and at the local fire station. Anyone can determine the building reporting the fire by checking a wall-mounted designator panel at the rectory or one located on an outside wall of the old school.

The church's altar and adjacent storage rooms are guarded from vandals or thieves by a Kidde ultrasonic intruder detection system. Inconspicuous elements about the size of a softball are flush-mounted on or near the ceiling. They can be painted to harmonize with the decor. Some transmit while others receive sound at 19,200 cycles per second, too high for the human ear to detect. As long as there is no movement in the area, the sound frequency remains constant. However, any movement in the space alters the frequency and the monitor signals "intruder." The equipment's sensitivity can be so controlled that, if desired, it could even pick up the entrance of a dog or cat. The unit is tamper-proof; any attempt to sabotage or disconnect the equipment causes the alarm to sound. The audible alarm sounds in the rectory from which police can be telephoned to apprehend the intruder. The system can be turned on and off by flipping a switch at the rectory.

(For further information, circle CSJ1 on Reader Service Cards)

## GOOD HOUSEKEEPING INSURES FIRE SAFETY

The purpose of good housekeeping is to insure that a state of readiness is maintained with respect to the building and its equipment. Maintenance procedures and practices or minor building alterations or additions, must not be allowed to upset the fire-safe condition of the school. Such seemingly simple matters as painting, use of substantial amounts of oil or other combustibles or solvents on floors, installation of new mechanical or electrical devices, or addition of a storage rack, can either re-establish old hazards or create new ones. Constant vigilance must be maintained in respect to such items as:

- Keeping fire doors and smoke barriers closed; no hooks or wedges should be permitted.
- Preventing accumulations of rubbish or waste paper anywhere.
- Checking all storerooms and closets for neatness and cleanliness. Only essential supplies of flammable liquids should be stored, and these kept in fire-safe containers.
- Avoid haphazard collections of old furniture, used scenery, costumes, party decorations. If such items are needed for future use, they must be stored with care.
- Maintain doorways, corridors, and stairways free from obstruction at all times. No storage should be permitted under

stairs unless the space was specifically designed for the purpose.

- Frequent careful checking of areas containing science equipment, electrical equipment, stoves, shop machines, audio equipment, and kitchens.

- Be sure that every exit door from building or classroom can always be opened from inside by simply turning a doorknob or pushing a panic bar. Locking bolts that do not work from the the inside, or bars and chains should never be used on exit doors.

- Providing for extreme caution with special decorations such as Christmas tree lights or candles for special occasions, and with temporary wiring (if used at all, these must be kept under careful surveillance).

- Establish a workable and enforceable plan for regulating smoking on special public occasions; also for use and handling of laboratory, shop, or other portable heat source.

Once a plan has been drawn which recognizes known potential hazards, the school administrator should arrange for well-organized periodic inspections with adequate reporting, or he should insure co-operation with such inspections conducted by other agencies. *It has also been sug-*

*gested that the administrator himself might inspect the building weekly, and the custodian do so daily. It is everyone's job to insure a constant state of vigilance.*

Such a program will not bear full fruit unless there is a carefully thought-out followup procedure, including clear lines of responsibility for dealing with violations of rules, and with newly created or newly discovered deficiencies.

For additional information, see: *School Fires*, National Academy of Science, National Research Council, Washington 25, D. C., Sept., 1960, 58 pp., \$2.50.

## A FRUITFUL PENANCE —

Books are filling the school library shelves at St. Barnabas school, Northfield Center, Ohio, as members of the parish practice self-discipline. As a Lenten project, parishioners were encouraged to contribute to the library fund, the money saved from giving up drinking, smoking, and other habits. The idea originated with a lay member of the parish board of education after hearing a sermon by the pastor, Rev. Bernard P. DeCrane.

## NOW HEAR THIS:

There are now estimated to be 2500 language laboratories in operation in high schools and colleges throughout the country. In 1958, there were 64.

# A Sick Leave Policy for Lay Teachers\*

By Sister M. Jerome, O.S.U., Ph.D.

Diocesan Supervisor, Diocese of Youngstown

● AN ESSENTIAL of good personnel policy is the provision for sick leave with pay. It is true that the teacher has agreed to be with her class daily for the entire school year. Yet there may be occasions when the teacher's absence would be warranted, or even desirable. If the teacher can be absent when ill, her sickness will probably be short-lived, and the class will not suffer from exposure to infection from the teacher or to "busy work." Sick leave policy should not be looked upon as a concession to too-delicate staff members. Sick leave policy is a plan to assure to children uniformly good teaching every day of the year.

## Public School Policy

There is a trend in public schools toward a more generous sick leave policy. The larger systems are allowing teachers more days of sick leave, with pay, the average now being 12 days per year.<sup>1</sup> Many public school districts are also providing that unused days of sick leave may be accumulated over a period of years. A teacher may "save" the unused portion of her leave and put it into her sick leave reserve. For example, in a school system that allows 12 days' sick leave a year, a teacher may have been absent two days each year for three years. Then, at the beginning of her fourth year of service, she is hospitalized. The teacher would draw from her sick leave reserve; she would have accumulated ten days for each of the preceding three years, or a total of thirty days. The teacher would be paid her full salary during this extended illness, up to thirty school days, if required by her physician. Thirty school days is about six calendar weeks. This

protection in time of serious illness adds to the security of the teacher and also strengthens her loyalty to the school system.

About 98 per cent of all city public school systems grant sick leave with full pay, for a specified number of days per year. About 94 per cent of the city systems grant cumulative sick leave; 30 days is the average sick leave reserve which a teacher may accumulate.<sup>2</sup> Some public school systems, however, grant cumulative sick leave up to 100 days. The idea behind the provision is, of course, to safeguard children from exposure and to assure them good teaching. Sick leave is intended only indirectly to benefit the teachers themselves.

## A Policy for Parochial Schools

There is frequently no written sick leave policy in parish schools. When a teacher is ill, a substitute is provided, but a teacher may insist on staying in school when ill because she doesn't want to inconvenience the principal. Then too, there is the "almost-never absent" record of Sisters. This tendency of Sisters to minimize their illnesses may make lay teacher absence seem excessive, when actually it is normal. With the increase in staff size, and the corresponding increase in lay teachers, it

<sup>2</sup>Ibid.

is necessary for the school to have a definite sick leave policy. The principal should be able to develop a good sick leave policy in co-operation with the pastor.

**Keeping a Record of Absence.** The principal could merely take over a sick leave policy used in a good public school district, but she would probably feel more satisfied if she worked out the plan herself. First, the principal should keep track of all teacher absence during a school year. Each teacher, religious and lay, should have an absence record in her folder, in the office file. Such a form as that below might serve for the purpose.

On this form, the principal, or preferably a school clerk, would enter each day's absence on the morning of absence. In this way, an accurate record can be kept of the absence of each teacher, and the absence for the staff as a whole. A summary of these records will show the principal what to expect by way of teacher absence. Tardiness would not appear on the record, unless the teacher misses half of the morning or afternoon session. Such extreme tardiness would be considered a half-day's absence.

## Listing the Causes for Absence.

Most teacher absence is caused by personal illness, hence, the name "sick leave policy." However, school systems have included under sick leave two separate groups of causes — personal illness and miscellaneous reasons. A sound sick leave policy might therefore cover:

- Critical illness of a member of the immediate family
- Death in the immediate family
- Attendance at a funeral of a member of the immediate family
- Unforeseeable emergency beyond the employee's control

An employee absent for the above reasons might charge absence to his sick

## TEACHER ABSENCE RECORD

Teacher ..... School Year .....  
Entered the school (date) ..... As of Sept. 1, 1961, teacher had accumulated ..... days of sick-leave reserve.

Date	Day of Week	No. of Periods	Reason for Absence	Deductions*

\* Indicate settlement of sick-leave allowance and deductions for lay teachers.

\*Reprinted with permission from *The Catholic Elementary School Principal* (Milwaukee, Wis.: The Bruce Publishing Co., 1961), pp. 128-133.

<sup>1</sup>American Association of School Administrators and Research Division of the National Education Association, *Leaves of Absence Regulations for Teachers, 1955-56*, Educational Research Service Circular No. 7 (Washington, D. C.: The National Education Association, 1956), p. 7.

leave account. Absence would be chargeable, of course, only up to the specified number of days allowed in the school system. Absence for any other reason would not be chargeable to sick leave, and salary would be accordingly deducted.

A sound sick leave policy must be clear in stating exactly what kind of absence may be charged to sick leave. A written record of absence is essential to operating a just and consistent sick leave policy. All teacher absence, whether or not chargeable to sick leave, should be noted as it occurs.

**Formulating the Plan.** A study of teacher absence will usually show that ten days a year will be the maximum absence of the average teacher. For extended illnesses, as for surgery, a thirty-day cumulative period will ordinarily suffice. In writing up the sick leave policy for the school handbook, the wording might be as follows:

### SICK LEAVE POLICY

The teacher is expected to be with her class except for grave reason. When a teacher must be absent, the sick leave policy operates as follows:

1. *Absence for personal illness:* For personal illness, the school will grant one day of sick leave, with pay, for every month of service completed, up to 10 days a year, and cumulative up to 30 days.

2. *Absence for other reasons:*

- a) Illness of a member of the immediate family (father, mother, brother, sister, spouse, grandmother, grandfather, or other relatives living in the same household)
- b) Death in the immediate family
- c) Attendance at the funeral of a member of the immediate family
- d) Unforeseeable emergency beyond the employee's control

For any or all of the four reasons stated above, the teacher may charge to the unused portion of her sick leave account absence up to five days a year. Absence for miscellaneous reasons will be counted in the ten days of sick leave allowable during a year.

3. *Deductions in salary:* When sick leave pay has been used up, deductions in salary will be made for each day's absence, at the rate of the teacher's daily salary (original salary, minus deductions). Teacher absence for reasons other than those stated above will not be chargeable to the sick leave account.

This sick leave plan seems just, in the light of public school policies in this area. The plan also provides the parochial school administrator with an orderly and consistent method of granting sick leave with pay, and also of making deductions in salary for excessive teacher absence, or for absence without due cause.

### The Sick Leave Policy in Practice.

Lay teachers following the above policy are paid their regular salary during absence caused by the reasons indicated. However, they are paid their regular salary only for days of sick leave pay owed to them. The following example will show how many days' salary is to be paid the lay teacher, and the point at which deductions begin.

**EXAMPLE 1:** A lay teacher hired in September is absent for four days in October (cause—personal illness). *Applying sick leave policy:* The lay teacher has completed the month of September, so she has one day of sick leave coming. In her salary check for October, three days' pay should be deducted.

**EXAMPLE 2:** The same lay teacher is absent for two days in January (attending the funeral of a member of the immediate family). *Applying sick leave policy:* The lay teacher has used up her sick leave for September. The month of October was not completed (four days' absence). November was completed and December. Therefore, the lay teacher is entitled to two days of sick leave with pay. There would be no deductions in her salary check for January.

**EXAMPLE 3:** A lay teacher is absent for three days in April (husband is taking a trip for the company and she goes with him). This absence is not chargeable to sick leave. In her salary check for April, these three days' pay should be deducted.

These deductions should be based on the daily salary. School systems use either of two methods for computing deductions. The simplest method is to divide the monthly take-home pay by 20 (20 school days in a month). A better method is to divide the yearly salary by the number of school days on the calendar, as for example dividing \$3,040 (minus deductions) by 180 days. Each day's deduction would be consistent throughout the year for a given teacher. Deductions should always be based on the teacher's take-home salary.

### Financing the Sick Leave Policy.

The above policy is practical only if the means of financing it can be arranged. A good sick leave plan includes paying the salary of the teacher absent for specified causes, and also includes paying the salary of a competent substitute teacher. It is the salary of the substitutes that must be provided for if the sick leave policy is to prove effective. If a school tried to carry out the policy outlined above, what would it

cost the parish? Consider this typical case:<sup>3</sup>

**EXAMPLE:** The parish school staff includes five Sisters and three lay teachers. From previous experience, the principal estimates that all of the Sisters together will not be absent more than ten days during the year. The three lay teachers will probably be absent a total of fifteen days during the year. The total absence expected, then, is twenty-five days for the whole staff. If the going rate for a competent substitute is \$18 a day, the twenty-five days' absence would cost the parish \$450 for the year.

Can the parish school afford paying for substitute teachers? The answer can only be in the affirmative. Unless good substitutes can be provided, children will suffer. It is true that some substitution can be arranged with volunteer workers from the parish. However, unless the volunteers are capable teachers themselves, the educational program is interrupted.

### Safeguarding the Plan From Abuse.

Most lay teachers can be expected to co-operate with a sick leave policy. However, it is good practice to prevent abuse by taking these precautions:

1. The conditions under which sick leave with pay will be granted should be clearly stated and understood by all. As the need arises, the policy should be further clarified, in writing.
2. Lay teachers should be asked each September to present a certificate showing a health examination recently passed.
3. Every effort should be made to provide healthful, hygienic working conditions.
4. Deductions in salary should be consistently and objectively made.
5. The principal should keep a record of all staff absence, with a statement of reasons. This record should also show which absences are deductible from sick leave reserve.
6. The principal should summarize at the end of the year the amount of staff absence, the reasons for absence, and the cost of paying substitute teachers. This summary will show the pastor and staff what it has cost to maintain a good educational program despite staff absence.
7. Teachers who are going to be absent should be required to telephone the principal by a stated hour, to provide within reason for the substitute teacher's day, and when possible to work with the substitute in case of an extended illness.

The above measures will, in most instances, enable the pastor to operate a good school through wisely providing for normal teacher absence.

<sup>3</sup>Another way of viewing the cost is a percentage plan. In public school systems, from 2 to 3 per cent of the payroll is considered adequate to pay for substitute teachers needed. In the parochial school staff case discussed above, there were three lay teachers who received a total yearly salary of \$10,720. If the five Sisters receive a monthly stipend of \$90 each, then the

Sister's salary amounts to \$4,500. Totalling the salaries for lay and religious, the amount is \$15,220 a year. Two per cent of this amount is \$304, three per cent is \$456. The \$450 estimated above comes very close to the percentage of the payroll which public schools allot to administering their sick leave plan.



# When do our Schools need Depreciation Accounting?

By Brother J. Alfred, F.S.C.

*Christian Brothers College, Memphis, Tenn.*

● IT IS A RECOGNIZED FACT that plant and equipment items have a limited useful life as a result of the operation of certain physical factors (such as wear, deterioration and decay; damage or destruction) and functional factors (such as inadequacy and obsolescence). Business and industry allow for this depreciation in their accounting. The question often arises if depreciation accounting is a worthwhile procedure for educational and other nonprofit institutions?

First, let us consider the definition of depreciation accounting as put forth by the committee on terminology of the American Institute of Certified Public Accountants:

*Depreciation accounting* is a system of accounting which aims to distribute the cost and other basis of value of tangible capital assets, less salvage (if any), over the estimated useful life of the unit (which may be a group of assets) in a systematic and rational manner. It is a process of allocation, not of valuation.

*Depreciation for the year* is the portion of the total charge under such a system that is allocated to the year. Although the allocation may properly take into account occurrences during the year, it is not intended to be a measurement of the effect of all such occurrences.<sup>1</sup>

From these observations, it is apparent that depreciation accounting procedures call for the recognition of physical and functional factors. Since an asset as here considered is moving toward exhaustion, it may be canceled in part or retarded through current maintenance and repairs. Remember that the asset can be a building, chairs, desks, typewriters, automobiles, bus, etc.; in short, a building, its furnishings or equipment. The policy operative in

an industry or institution must be considered in estimating the useful life of an asset. It is apparent that a low standard of maintenance and repairs calls for a higher than normal allocation; while a high standard of maintenance and repairs will produce a minimum amount.

These are some ideas that depreciation accounting sets before the businessman as he surveys his operations. It should be emphasized that depreciation must be recognized on properties in use by the businessman, whether or not the operation is profitable. Naturally, the question arises: How does all this reflect in educational and institutional accounting?

## Groups of Fixed Assets

As a rule, an educational institution may own three groups of fixed assets: the educational plant, the auxiliary enterprise properties (cafeteria, residence halls, etc.), and real estate perhaps owned as an investment.

As to the educational plant, prevailing practice excludes the recording of depreciation. This action has justification since it is derived from the assumption that replacement will be provided by gifts and grants in the future. Result is that present operation should not be burdened with any part of the replacement costs. However, some institutions in their accounting insist upon including plant depreciation as an expenditure, with an offsetting credit to a reserve. Since the depreciable fixed assets are not in the current fund which is recording the expenditure, the credit is actually a replacement reserve. This indicates that an equal amount of assets should be transferred to the unexpended portion of the plant fund. This procedure is followed in sound commercial practice, but it is not at all common in educational institutions.

It is said that where upkeep is prop-

erly attended to, the factor of depreciation has been adequately satisfied. For budget purposes, therefore, depreciation is entered under the heading of "maintenance." If adequate funds are allowed for maintenance, depreciation accounts have little value. The U. S. Office of Education does not include depreciation in its statistics because it does not constitute money paid out. Yet, there are several good uses for depreciation cost in a budget, if not in formal educational institutional accounting records, namely:

"Such things as tuition costs cannot be figured accurately unless school costs are known. Without some record of the value of equipment, depreciation cannot be accurately figured and consequently school costs are not accurate."<sup>2</sup>

## Keep Supplementary Record

In this regard, it is strongly recommended that supplementary records of property values be accurately maintained, independent of accounting records, by deducting depreciation and adding the value of accretion in land, buildings, and equipment. The main purpose of this separate record is to have it available for budget planning and building. Such a record meets a growing need by facilitating exactitude in estimating tuition, repairs, replacement, insurance costs, to name just a few of the useful ends to which this data can be utilized.

## Endowment Property

Thus, the authorities seem to agree that figures for depreciation as it pertains to the educational buildings should not be entered in accounts, unless an established policy is followed of actually setting up the assets of a depreciation fund. Remember this refers strictly to the educational plant. In the case of properties owned by the endowment fund of an institution, the usual commercial practice of caring for depreciation must be followed, as otherwise the assets of the endowment fund may be dissipated. The depreciation on operated endowment properties should be subtracted from the gross income of the properties before the amount is turned over to the current fund as income from endowments, if that is the policy.

The generalizations developed above do not hold for auxiliary enterprises, which are ordinarily intended to be self-supporting. Under this concept of responsibility, depreciation of fixed as-

<sup>1</sup> "Review and Resume," *Accounting Terminology, Bulletin No. 1* (New York: American Institute of Certified Public Accountants, 1953), p. 25.

<sup>2</sup> Committee on Supply Research, *The School Inventory* (Trenton, N. J.: National Association of Public School Officials, 1933), p. 6.



sets is mandatory, otherwise the amount of actual net income would be unknown. An interesting point here is whether the auxiliary activities should be expected to produce an income sufficient to take care of depreciation on the plant. If the auxiliary activity is a residence hall, the question involves an analysis of the conditions under which these facilities were received by the institution. For example, if the residence hall was constructed from a gift which specified that a perpetual memorial was to be established, the institution clearly has an obligation to set the rate so as to provide funds for the replacement of facilities when they are worn out or obsolete. On the other hand, if the donor merely expected the gift to provide facilities during the ordinary lifetime of the building, then there would be no obligation upon the institution to replace the building when it is ready to be discarded; hence no compelling necessity for earning depreciation.

Sometimes a gift requires replacement plus a four per cent return on investment; then the terms of the gift sets a policy for the institution of maintaining a rate that will insure coverage of depreciation plus earning four per cent return on the investment. In general,

the figure for depreciation of a plant should not be entered in the accounting records of the institution unless it is the policy to maintain a depreciation fund and to set aside reserves in cash or securities as the assets of the fund.

#### Real Estate Investments

As to depreciable real estate owned as an investment, it will be found that treatment of gain or losses on disposal of real estate and other endowment investments seems to be governed by the same rules that apply to depreciation. In the case of donated depreciable property, the donor has the legal right to designate whether periodical depreciation shall be charged to principal or income. In the event that no stipulation is made, the general rule of law prevailing in most states would negate depreciation of trust real estate as a charge to income.

#### Summary Points

After an extensive study of the treatment of depreciation on the property of educational institutions, George E. Van Dyke<sup>3</sup> concludes:

<sup>3</sup> George E. Van Dyke, *Depreciation of Real Property in Educational Institutions*: Financial Advisory Service Bulletin 2 (Washington, D. C.: American Council on Education, November, 1935).

1. Educational institutions will find little or no benefit from the annual computation of, and accounting for depreciation on their educational property.

2. Depreciation should be accounted for on property used by the auxiliary enterprises and activities in order that the total cost of operating these activities may be known, and as an aid in determining rates of fees and other charges. If it is expected that this property will be replaced out of the income of these activities, it is essential that depreciation be accounted for.

3. Institutions should account for depreciation on property held as the assets of endowment funds in order to maintain the principal of the funds.

4. If depreciation is taken, it should be funded; i.e., cash should be set aside in replacement or depreciation funds.

5. Three purposes may be served by the calculation of depreciation on an educational plant, namely, determination of insurance values of property and equipment, determination of the true costs of instruction, and determination of the minimum amount that should be appropriated each year for replacement.

6. Information on depreciation necessary for these three purposes should be recorded in subsidiary or supplementary records, and not as a part of the regular accounting procedures.

The most unanswered problem in Catholic education today —

## Can We Determine Per Pupil Costs?

By Brother Leo V. Ryan, C.S.V., Ph.D.

Associate Professor of Business Administration,  
and Director of Continuing Education, Marquette University

● JUNE brings graduation and summer assignments to most principals and their faculties. To the school business manager, June represents the last opportunity to collect graduation fees, settle unpaid tuition amounts, and to plan the special summer maintenance programs. The school business manager faces the difficult task of settling the outstanding financial obligations of the school, of meeting fixed costs for June, July, and August, and arranging for regular and extraordinary maintenance activities. All these cash outlays occur during a period when income from regular sources ceases until after Labor Day.

For many years, schools maintained

their books of accounts on a January 1 to December 31 basis. Accountants and professional accounting associations have been placing increasing emphasis in recent years on the desirability of a shift from the calendar year to a "natural" business year. Today the trend favors maintaining school accounts on a July 1 to June 30, August 1 to July 31, or September 1 to August 31 basis. A recent study indicates that this trend has been recognized in the fiscal planning procedures adopted by the majority of Central Catholic high schools. Of the 136 schools surveyed, 80.2 per cent have shifted to one of the three natural business year patterns<sup>1</sup>

In the pressures created during this summer period of financial aridity two primary responsibilities of the school business manager are often obscured: (1) the analysis of financial operations and (2) the preparation of meaningful financial reports. At the close of the academic year, the chief administrator responsible for school business affairs faces one very important question of modern parochial school administration. At the end of the fiscal year, he must be prepared to respond to the most pressing and unanswered questions in

<sup>1</sup> Brother Leo V. Ryan, C.S.V., *Business Management in Central Catholic High Schools*. (Unpublished Ph.D. dissertation, St. Louis University, 1958), pp. 295-298.

Catholic education today: "What does it cost to educate a child in our school?" Before any national answer can be given to the vital questions: "What does it cost to educate a child in a Catholic elementary school . . . in a Catholic high school?" requires that each school be able to answer the question for itself.

A collection of accounting information is purely historical and meaningless if it is not summarized, analyzed, and presented in some meaningful and useful form that it can serve as an answer to questions today and as a guide for actions tomorrow.

### National Data Needed

It is a matter of national importance that spokesmen for Catholic education can answer the important question of per pupil cost. Without such data, it is difficult to identify the financial and tax-saving contributions of Catholic education to the nation; to measure the extent of financial support for parochial schools on the part of parents and parishioners; to accurately compare school costs with expenditures for public education; or to establish a real need for financial support or subsidy for Catholic education on the basis of facts. Presently it is difficult for the national leaders in Catholic education to indicate even a gross figure of expenditures for Catholic education at any level: elementary, secondary, or college.

The Catholic Church in the United States is supporting one of the most complete, outstanding, and unique programs of education in the world. The autonomous nature of the various units in Catholic education complicates the task of securing an accurate, broad, and universal grasp of the total financial investment, annual contributions, and/or total expenditures for Catholic education.

It is also important that diocesan authorities can answer this question of per pupil costs. The desirability of accurate, comparable cost data facilitates planning, allows comparison between and among parish and private schools within the diocese, and provides a sound basis for financial comparison with local public schools or school districts. Few diocesan superintendents can answer the direct question: "What does it cost to educate students in the schools of your diocese?" And this question is being asked at least annually by education editors of local newspapers; by the bishops themselves, especially in the less affluent dioceses and in those un-

dertaking a widespread expansion of their educational facilities; and by pastors who must meet the constantly rising cost of education from parish collections and assessments.

### Need for Individual Data

If the question is important nationally and locally to educational spokesmen and dioceses, how urgent and pressing is the question of per pupil cost in the daily life of the principal or superintendent? Letters, inquiries, and conversations of this author with many school administrators would indicate that it is a pertinent, practical, and pressing problem.

"Could you help me by supplying any information relative to per pupil cost or assessment plan and percentage figures of operational costs?" asks a priest from New Mexico. "Can you tell me where I can get per capita costs for both public and Catholic secondary schools?" writes a Sister principal in Missouri. "Do you have any reliable per pupil cost information?" asks a pastor. "Can you help me answer the question of per pupil costs in our diocese?" inquires a diocesan superintendent. These requests are not unusual. These administrators raise a question that is being asked across the country. Knowledge about per pupil costs is essential for proper evaluation of expenditure programs in elementary and secondary schools; it is vital information for decision-making in the important area of tuition assessments; per pupil expenditure data is essential in making comparisons between and among schools—whether public or private. Despite the value of such information, per pupil cost data for parochial schools is almost nonexistent.

### How to Compute Costs?

This problem area in Catholic school financing is under study. There are questions to be asked and answered. What do we mean by per pupil costs? How do we compute per pupil costs? What school expenditures does it include? What expenditures should be omitted in computing per pupil costs? How reliable is the resulting data? How should it be used? What should we do about the growing need for such pertinent fiscal information?

There are schools which annually compute per pupil expenditures. Sometimes the measure is very simple and very crude by accounting standards. Many pastors and principals can and do report on the total expenditures of the school; sometimes they arrive at

per pupil costs by dividing total expenditures by the number of students enrolled in the school. The resulting figure is very general and relatively meaningless for purposes of comparison and study.

How, then, do we determine per pupil costs that are accurate and valid for purposes of comparison? In determining per pupil expenditures for any educational level, four factors need to be considered. They are: (1) the pupil unit of measure to be used (for example, average daily membership, average daily attendance, or pupil enrollment); (2) the expenditure accounts to be included (for example, administration, instruction, operation of plant); (3) the period of time involved (for example, per year, day, or an hour); and (4) the program areas to be included (for example, elementary or secondary schools, adult education).

The U. S. Office of Education manual, *Financial Accounting for Local and State School Systems*, offers practical guidance in determining these four factors. *Average Daily Membership* (ADM) is recommended as the pupil unit of measure in computing per pupil expenditures. It is recommended because it averages out the load that the schools are carrying and provides a more realistic picture, than other available measures, of the number of pupils for whom the expenditures were made. Pending the uniform usage of average daily membership as the pupil unit of measure throughout the country, school systems that adopt average daily membership should, during the period of transition, also have available per-pupil expenditure figures computed on the basis of average daily attendance.<sup>2</sup>

### What Expenses Are Included

What expenditure accounts should be included in a per-pupil-expenditure study? The instantaneous reaction is "every expenditure." A reasoned reflection will prompt a more thoughtful reply. Every pastor or principal knows that there are many current expenditures of the parish or the school which are not directly related to the instructional program or which are covered by offsetting income. To insure compara-

<sup>2</sup> Paul L. Reason and Alpheus L. White, *Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts*, State Educational Records and Reports Series, Handbook II, U. S. Department of Health, Education and Welfare, Office of Education, Bulletin 1957, No. 4 (Washington, D. C.: U. S. Government Printing Office, 1957) Chapter 7, "Determining Per-Pupil Expenditures," pp. 127-129.

bility of resulting data it is necessary to define the accounts that should and should not be included in per-pupil-expenditure studies.

The expenditure accounts recommended for inclusion in determining current expenditures per pupil are: Administration, Instruction, Attendance and Health Services, Pupil Transportation Services, Operation of Plant, Maintenance of Plant, and Fixed Charges. These accounts are included because of their direct relationship and essentiality to the educational program.

### Do Not Include

Excluded in determining current expenditures per pupil are: Food Services, Transportation, and Student Body Activities; Community or Parish Services; Capital Outlay; Debt Service; and Outgoing Transfer Accounts.

*Food Services, Transportation, and Student-Body Activities*, accounted for in varying degree through revolving funds or clearing accounts, are excluded because methods of financing these activities are so diverse that their inclusion would reduce the possibility of securing comparable current-expenditure-per-pupil figures.

*Community or Parish Services* are excluded because they are not expenditures for the education of pupils, but are additional responsibilities delegated to the schools over and above their primary function of instruction. In the parochial school, for example, this would refer to such services as rental of the parish hall or operation of parish library.

*Capital Outlay and Debt Service* are excluded because they are not current expenditures. Per-pupil expenditures are sometimes computed for capital outlay and debt service separately.

In public education, *Outgoing Transfer Accounts* are usually excluded because usually average daily membership figures are not available to the paying district for the pupils for whom expenditures were made. We do not have a comparable accounting relationship in the usual private or parochial elementary or secondary school.

What period of time should be covered? It is recommended that per-pupil expenditures be computed on an annual basis; however, they may be computed for shorter periods. For example, for tuition purposes, it may be necessary to compute per-pupil expenditures on a daily basis for the regular day schools, or on an hourly basis for adult education and summer school program areas. The period of time for which a

per-pupil expenditure figure is computed should always be indicated.

By program areas we refer to computing expenditures separately for elementary or secondary schools and for any other educational program costs, such as C.C.D., released-time classes, catechetical schools. The costs of these latter programs could be estimated by a system of prorating costs. The aim is to be able to identify costs appropriate to each program area.

### Can We Secure Data?

Is it possible to get the desired information? It is possible, but relatively difficult to get accurate cost information at this time. School accounts are maintained in a great many different ways. Reporting on an urban grade school in a typical Catholic parish, Joseph H. Fichter, S.J., comments that: "The principal acts in the capacity of treasurer only in the sense that she keeps a careful itemized account of all expenditures. The bills for regular supplies and equipment are given to the pastor, who also pays the salary of the janitor, and for the light, heat, and maintenance of the school."<sup>3</sup> This situation is relatively common for most elementary schools.

To secure adequate per-pupil expenditure data in elementary schools would involve: (1) a segregation of specific school expenditures from the parish books; (2) a system of prorating expenditures applying to both school and parish. Some studies are being undertaken in this area, but it is too early to note their success or value.

In the case of the secondary school, more frequently than not, finances are separately maintained so total expenditure data would be available. Certainly the trend toward central Catholic high schools has accelerated both the development of these schools as separate financial units and at the same time has resulted in much more financial reporting to the parishes who support them. The major task forcing the high school is the development of a uniform system of accounting with common accounts, standard definitions, and uniform procedures.

### "Operation Dollar Flow"

Considerable progress has also been made in this area. An article in this magazine gave impetus to a growing movement to study the feasibility of developing a uniform accounting system

for Catholic schools, especially high schools.<sup>4</sup> A primary reason advanced for the introduction of a uniform system was to facilitate cost studies. In November, 1959, the Superintendent's Committee of the National Catholic Educational Association authorized a study to be directed by Brother Leo V. Ryan, C.S.V., at Marquette University to explore the possibility of adapting the U. S. Office of Education Handbook II for use in Catholic schools. Since then an advisory committee of prominent specialists in accounting and Catholic school administration have been developing and reviewing the project. The project has been called "Operation Dollar Flow," because it hopes to identify: "What are the sources of income and expenditures of a school?" In other words, how many dollars flow through the accounting cycle; where do they come from; where do they go?

The Committee on Uniform Statistical Reporting of the Superintendent's Department accepted a preliminary draft of a proposed systems manual at the recent 1961 NCEA convention. Pending certain additions, the systems manual will be tested in a limited number of Catholic high schools for the 1961-62 year. The operation of the system will be supervised, and after any problems of adaptation have been worked out, NCEA plans to make the proposed system available generally. The eventual adoption of a uniform system of accounting (which parallels the uniform system being adopted in public education) will do much to insure the gathering of comparable cost data. The resulting information will be as reliable as the system and in proportion to the care exercised by those administering it.

How should per-pupil cost data be used? Experts in school finance tend to urge caution in placing too much dependence on the facts of pupil expenditures. Rather, per-pupil cost data is a beginning or a basis for discussion about the variations in the quality of education secured per dollar of expenditure.

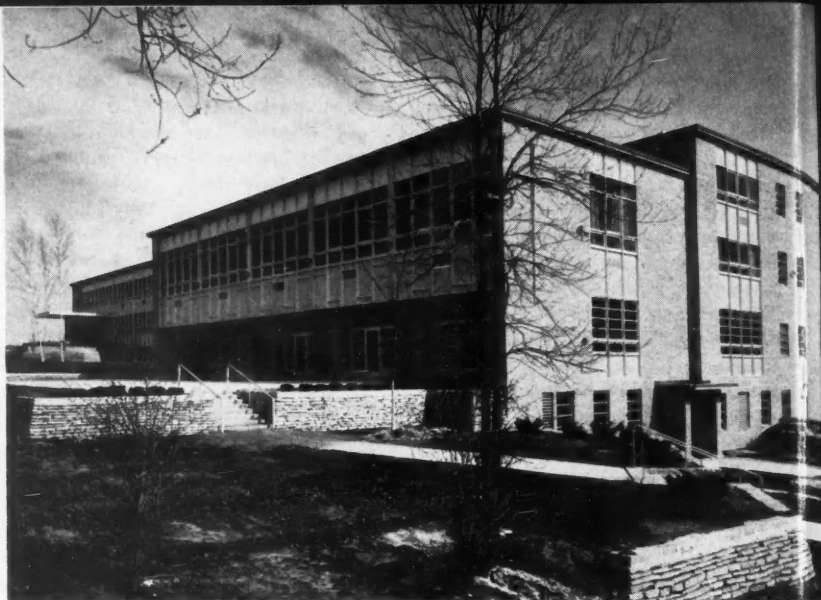
Nevertheless, per-pupil expenditures and cost data is the basic information required for any sound discussion of school finance. It is basic to any dialog among school administrators on the costs of education. Although the preparation of such data may be difficult, according to our present methods of accounting in Catholic elementary and secondary schools, it is not impossible.

<sup>3</sup> Joseph H. Fichter, S.J., *Parochial School: A Sociological Study*. (Notre Dame: University of Notre Dame Press, 1958), pp. 369-370.

<sup>4</sup> Brother Leo V. Ryan, C.S.V., "Uniform System of Accounting," *Catholic School Journal*, Sept., 1958, pp. 76-79.



# Racine Dominican College



This new Administrative and Classroom building was dedicated in April.

**A small Catholic college with a big potential!**

**By Lois M. Lunz**

*CSJ Staff*



The new building is a dream come true to Sister Mary Rosita, O.P., president of Dominican College; to Gerald Barry, Sr., and Joseph Persa, of Barry and Kay, Architects, Chicago; and to Robert Williams, general contractor of the Nelson Co., Racine.

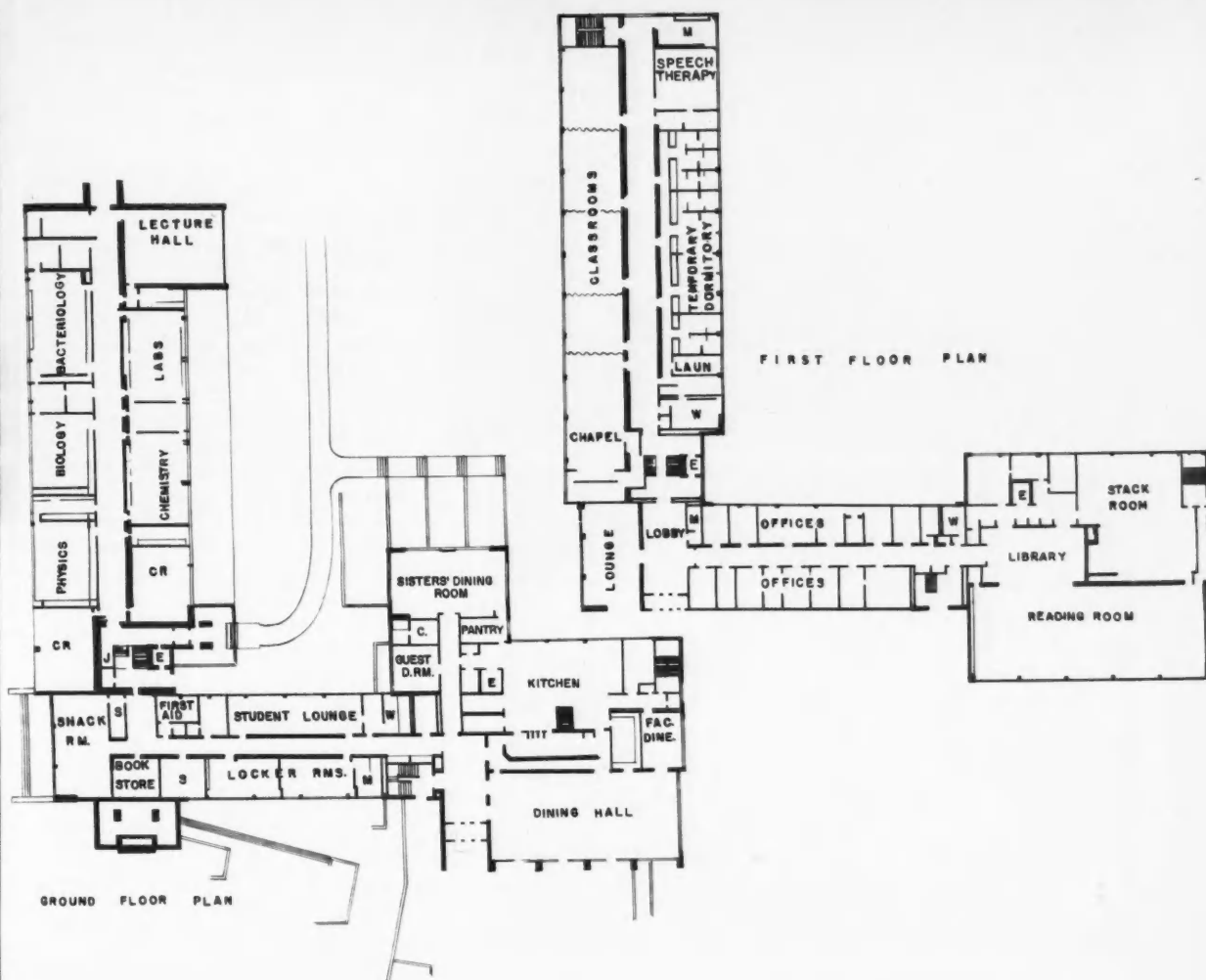
● VISIONS do come true. The new administrative and classroom building at Dominican College is but the first actualization of a master plan that envisions a medium-sized liberal arts college of eight harmonizing buildings campused on a wooded bluff overlooking Lake Michigan. Most colleges just grow like Topsy. Few have the opportunity of a fresh start to follow a masterful plan toward future expansion.

Dominican College is only 15 years young, but its antecedents reach back to 1863 when the Sisters of St. Dominic of Racine established St. Catherine's Academy. The academy developed into a normal training school and junior college, and finally in 1946 became a four-year liberal arts college for women. In 1955, it opened its doors to young men, becoming one of only seven coeducational colleges in the country under the operation of a Catholic order of nuns. In 1955, too, the Order acquired 25 acres of prime lake frontage property, five miles north of Racine, Wis. — and the building planning began.

Last fall, the college moved from its downtown Racine quarters into this new 3½-story, split level building which conforms to the contours of a wooded ravine. The L-shaped structure, enclosing 100,000 sq. ft., is finished in creamy face brick, accented with blue porcelain steel panels. Window walls exploit the beautiful natural scenery of the ever-changeable Lake Michigan and the delicate birch groves on the campus. The college was formally dedicated by Most Rev. William E. Cousins, Archbishop of Milwaukee, on April 30, 1961.

The building was planned to accommodate at least 600 college students. Present enrollment is 363 full-



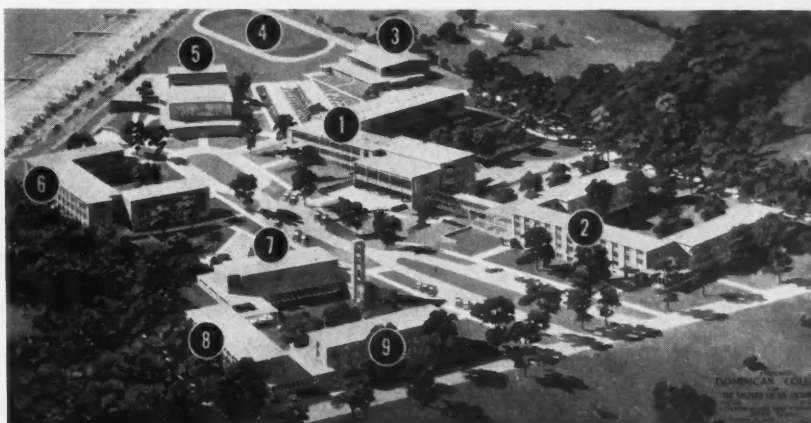


### A MASTER PLAN

Future growth of Dominican College has already been assured by the development of a master plan by the architects and the recent acquisition of 62 acres of adjoining, lake-frontage property. The college now has an 87-acre campus for its future expansion.

1. Administration and Classroom building (recently completed)
2. Women's dormitory
3. Physical Education building
4. Recreation area
5. Auditorium and Fine Arts building
6. Science building
7. Chapel
8. Classroom wing
9. Faculty house

BARRY & KAY, ARCHITECTS  
Chicago, Illinois





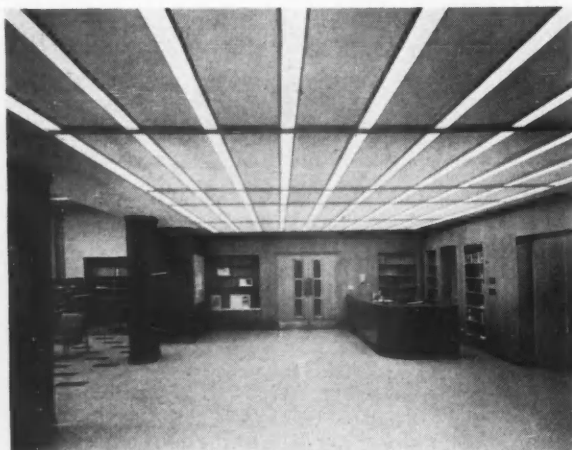
The formal lobby of the college is distinguished by its beige Italian marble walls and a rough slate floor in subdued colors. The glass doors lead to the formal lounge. Finished in harmonizing shades of blues, the lounge has contemporary walnut furniture upholstered in deep tones of navy, azure, copper, and purple.

and part-time students, including postulants and Dominican religious. It also serves as a temporary residence for 30 nuns on the teaching staff. Novice classes are held separately, but once professed, the young Sisters attend the mixed college classes. The curriculum leads to bachelor of arts degrees in art, business administration, English, history, mathematics, music or education. Two-year preprofessional courses are also offered.

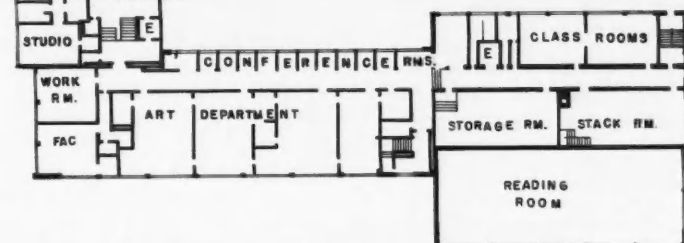
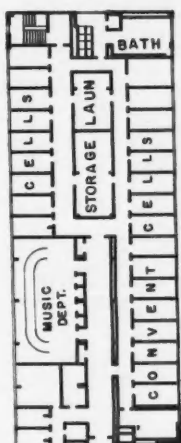
On March 28, Dominican College acquired 62 acres of adjoining, lake front property and two large buildings formerly owned by the Camillian Fathers. This fall, the building will be converted into a women's dormitory. With this new property, the college has more than satisfied its present needs. Indeed, it may be 25 years or more before additional buildings are required, but when they are erected, they will be planned to merge into the long-range master plan.

The new college building is modern and functional in every detail. The east wing contains 12 classrooms, five science laboratories, lecture hall, and offices, the chapel, a music suite, speech and hearing clinic, and convent quarters for the teaching staff. The north wing contains administrative offices, lounges, conference rooms, classrooms, student lounge, locker rooms, book store, language laboratory, art department, library, kitchen and dining rooms. The building was built with future expansion in mind, for example:

Library stack room can expand to the classrooms above; boilers are large enough to service the next two buildings on the campus; temporary convent area will become 10 classrooms with all neces-



The 40,000 volume college library is a most impressive area. The lobby (left) has oak flexwood paneling and persimmon pillars. Adjoining reading room (right) features furniture in persimmon, turquoise, and black.



SECOND FLOOR PLAN

The large tiered choral room above is part of an extensive music department for the college's degree program. Overlooking the lake, the music studios are brightened by dramatic coral and black furnishings. Room seats 75. The inner wall is lined with closets for storing music, robes, and instruments. Doorway near center opens into organ practice cubicle that utilizes the same organ pipes as the chapel on floor below.

sary wiring and heating facilities already provided. The food service area which includes a patio dining area can expand by adding a wing to the west.

An imaginative use of color immediately impresses the visitor. The vinyl and asbestos tile floors, ceramic wainscoting, block walls, and acoustical tile ceilings were all color coordinated by the decorators, J. Cotey, Inc., of Chicago. Functional furniture and upholstery provide brilliant accents in coral, turquoise, mustard yellow, and celedon green. All the woodwork and doors are of natural red oak. Even the fiberglas draperies are blue on the lake side and beige on the land side. Classrooms are highlighted by porcelain steel chalkboards in coral, blue or green, and by display boards covered with vinyl fabric. Built-in cabinets and stainless steel sinks are features of the science labs and art department. The speech and hearing clinic for pre-school children even features built-in toy bins. The tiered lecture hall is set up for an extensive use of audio-visual aids. Even such small points as heavy aluminum handrails and stainless steel switch plates were planned for easy maintenance.

The entire building shows the results of meticulous planning. An unusual fea-

Transistorized electronic equipment for the 35 booth language laboratory was donated by a local industry, the Webster Electric Co. of Racine. Along one wall are six individual studios equipped with portable tape recorders for use by teachers and students.



ture is a series of 10 small conference rooms on the second floor. Just large enough to accommodate a divan and small pedestal desk, the tiny rooms may be used for teacher-student counseling or even as a private office for the teacher. Teachers also have a large lounge and workroom equipped with typewriters, duplicating equipment, television and record players. A series of heavy wood folding walls between four classrooms can be opened to expand the chapel area or to become a large lecture area. The thick wood walls, covered with chalkboard panels, open accordin fashion and lock into floor sockets. The lighting, too, varies with the needs of each area from a large square skylight in the art department to recessed fluorescent panels in the library to custom square fixtures in the chapel. Natural gas, hot water heating is carried by unit ventilators with pneumatic temperature controls.

The building cost \$1,600,000, plus \$171,000 for furnishings and equipment, for a per sq. ft. cost of \$17.71. The property, site improvements, roads and utilities bring the total project cost to \$2¼ million. The Sisters share the credit for their achievement with the college's board of advisors, a group of 16 lay men and women representing a cross section of Racine's religious, executive and professional talents.

The entire west wing on the ground floor is devoted to food service. Serving line (right) features stainless steel equipment and yellow ceramic tile walls. One of five dining rooms is the student dining room (below) with capacity of 200. Walnut topped tables are accented by chairs with tangerine, green, and mustard yellow seats. Lower right, the Sisters' dining room also serves as community room for resident sisters and as cafeteria for student sisters at noon. It seats 96. There are also separate dining rooms for faculty, kitchen help, and guests.



The small, serene chapel can expand its seating capacity from 40 to 300 by opening a series of thick folding wall panels in three adjoining classrooms. The walnut altar, tabernacle, crucifix, and prie-dieus were designed by Sister M. Monica, O.P., head of the art department.





## MANY ADVANTAGES IN TODAY'S *New Paints*

By Raymond V. Selby

*Business Manager, New Brunswick, N. J., Schools*



Quick drying paints need not interrupt work.

● MANY PEOPLE will be surprised to learn there are approximately 2600 manufacturers of paint throughout the United States, not including the paint that is marketed under "private label" by many dealer-manufacturers. In many cases distributors ask manufacturers to put their own private label on paint. Since there is no standard for this private label paint and it is only sold by one distributor, its price and quality are under the distributor's control. Often he will shop several paint manufacturers for the best price for his private label paint, and quality control becomes very questionable.

Perhaps the largest buyer of paint is the United States government; hence, government specifications seem to be a proper way to purchase paint. In the specifications of the G.S.A. (General Service Administration) the bidder is allowed a two per cent differential, plus or minus, thus an over-all leeway of four per cent in quality. Because this leaves too great a margin, the bidder to get the award works as close to the minus two per cent as possible. Unknown to many purchasers is that the U. S. Navy also manufactures a considerable amount of paint in its own plants. The U. S. Navy specifications require that the specification be met without allowing any plus or minus percentages.

### Buy Quality and Quantity

For the best price, estimate the total number of gallons of each type of paint to be used and place quantity orders. Unless you reside in a most isolated place, any dealer or manufacturer will be pleased to make deliveries in 30 to 50 gallon lots as needed on large orders. They prefer a yearly order and will deliver it in smaller quantities. They will quote prices on the total quantity and gladly make deliveries as needed.

### New Trends in Paints

There are no secrets in the manufacturing of paint today. During the past ten years, the trend in the paint industry has been moving from lead and oil bases to the chemicals. Chemical companies will make all types of laboratory tests and will submit any number of paint formulas for any type of paint desired. They provide extensive proving grounds and laboratories to test paint under all kinds of conditions

and weather. The better paint manufacturers recommend and sell these proven formulas. In the cheaper paints, cuts are made in formulas, pigment, etc. Quality has its price. Less cost means lower quality: it's as simple as that.

Great strides have been undertaken in the development of new paint products with the co-operation and assistance of these chemical firms. They have developed such items as: odor-free, alkyd resin flat, semi-gloss, and full-gloss enamels, and water-thinned latex base paints. Generally these are odorless, but one may detect a pleasing aroma of sweet new mown hay when they are applied. The odorless alkyd flat and semi-gloss enamels have good, nonpenetrating qualities that result in a uniformity of finish on surfaces of varying porosity.

These alkyd flat enamels, when properly formulated, have a tight film which can be used as an enamel undercoating if required. They are known for their outstanding washability and hiding qualities. Instead of three-coat work for new construction, two coats can be far more easily achieved at considerable saving in labor. For architectural maintenance, many paint companies have developed a color selection system that correlates the flat, semi-gloss, and full gloss finishes.

### Interior Finishes

The latest development in interior wall finishes is the latex base paint, comprised of three types: (1) Styrene Butadiene, a synthetic rubber; (2) Polyvinyl acetate; and (3) Acrylic resin, a form of Plexiglas. All are water thinned, and have excellent hiding power and washability.

The most important advantage of these new paints is their rapidity to dry. Two coats can be applied within an hour. A room may be started, and by the time the first coat has been completed, the second coat may be applied where the work was originally started. Moreover, latex base paint can be applied to comparatively new plaster and masonry surfaces. Since the paints do not contain any oil, but are made of various types of chemicals, the alkali that is inherently present in new masonry surfaces will not saponify the latex primer sealer or flat finish. At the present time, the semi-gloss and full gloss enamels are still in the experimental stages; however,

with progressive development, they may be expected on the market soon.

### New Floor Enamels

A new series of floor enamels have been developed from Hercules Parlon chlorinated rubber. When applied on unpainted, new concrete floors, these enamels have good durability and extensive alkali resistance. In line with the modern emphasis on quick drying, these chlorinated rubber enamels generally dry in one to two hours.

### Fire Retardant Paints

For years, manufacturers have been working on fire retardant paints, but it seems to take a major fire disaster before the general public accepts a new fire preventative. Some school systems utilize fire retardant paints, but they are far from a cure-all. Military use of fire retardant paint aboard ships and submarines, has given rise to rigid specifications, identified as TT-P-26 and MIL-1797OB. These paints will not prevent a fire, but merely retard the spreading of flame thus giving occupants precious minutes to escape. Most of these paints swell to form a fire-proof chemical foam that insulates the surfaces below. Some form a glazed, fire-proof surface; others release a carbon-dioxide and nitrogen vapor that puts out fire.

### Exterior Masonry Paints

The use of latex base paints on exterior masonry surfaces has proven successful. They dry uniformly and quickly, and have good color retention. Two coat work on exterior masonry can be achieved within one hour on relatively new masonry surfaces.

Several companies are now manufacturing a latex base paint for exterior wood surfaces, but since this is in its pioneering stages, much work and experience must be demanded before it may be considered foolproof. One main drawback on the use of latex paints is that they cannot be applied over a previously painted chalky surface. Lack of adhesion occurs in a relatively short period of time.

### Interior Epoxy Coatings

There is a strong trend toward using epoxy coatings wherever a tile-like finish is required for interior masonry work. Usu-

ally this is used where an application of ceramic tile is prohibitive from a price standpoint. The epoxy coatings are generally sold in compartment packages or cans containing solid and liquid that are to be intermixed before application. The quantity prepared should be used and not left around. These coatings have extensive alkali and good acid resistance. Their use has become quite extensive, but the proper application techniques are of the utmost importance.

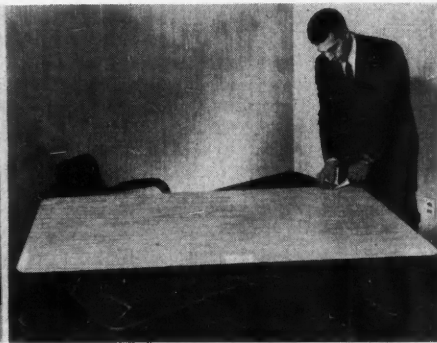
In the heat resistant field, the use of silicone resins provides maximum heat resistance and exterior durability for metal surfaces. Silicone heat resistant paints will withstand heat up to 1500 degrees under varying degrees of exterior temperatures.

#### One-Coat House Paints

Modern paints possess powerful hiding qualities because of maximum use of titanium dioxide, a white hiding pigment. One coat work can be far more easily attained on previously painted surfaces than with old-fashioned oil paints. Unpainted surfaces usually require two coats of paint. The idea of three and four coats of paint has become a thing of the past.

This is also true of exterior house and trim paints. A properly formulated house paint can easily cover painted surfaces in one coat while maintaining good exterior durability and self-cleansing properties. In the same circumstances, white lead and oil would require two coats. The trim paints are now made from long oil, alkyd resins that have excellent color and gloss retention, combined with outstanding toughness and durability when used on steel structures.

In a painting project, the material—the paint—represents approximately 15 to 20 per cent of the cost of the work. Labor, insurance, overhead, etc., are the remaining 80 to 85 per cent. When the buyer specifies modern paints that require only one or two coats instead of three, he greatly lowers his labor costs.



The woodtopped school desk is a familiar victim of classroom wear and tear. Sanding badly scarred surfaces can become a major renovation project; however, the Austin Prep School, in Detroit, solved the problem by using the school's maintenance crew, student woodworkers and Formica laminated plastic. The tops were precut from laminated sheets, carried to classrooms, applied to 20 desks at a time. Tools were paint brushes to apply glue, wood files, rollers and a router. In two summers, 900 desk tops were renewed. At right, "Topper" laminated plastic tops by Kenmore Sales Co., Lowell, Mass., come in 12 patterns and in 14 standard sizes or cut to order to recover desk, table and counter tops. No sanding or gluing is needed; just peel off protective backing from a permanent bond adhesive.

(For further details on these two products, circle CSJ2 and CSJ3 on Reader Service Card.)

## problem clinic

SEND IN YOUR PROBLEMS AND QUESTIONS about the management, operation, building, and maintenance of your schools and institutions to the Management Editor, CATHOLIC SCHOOL JOURNAL, 400 N. Broadway, Milwaukee 1, Wis. All letters will be answered personally. Problems of the most general interest will be reproduced on this page.

**Q.** Could you please tell me how to get rid of bats in the attic of a church? I know one should stop up all the holes and crevices, but after that, is there a repellent or spray that may be used? Where can it be bought? — *Iowa Pastor.*

**A.** There is a naphthalene flake on the market called Pest Repellent and Killer (or various other trade names) which comes in a three-pound can for about \$1.69. Use this according to directions before the holes and cracks are stopped up. It drives away bats, birds, rodents. Then caulk up the holes. There is also a spray bomb on the market, however, it has an unpleasant odor and may not be as effective as the above method. These repellants are available from any pest control companies in nearby cities or perhaps your local hardware dealer will be able to order them.

**Q.** In many of our hospital rooms, the window is situated near the corner of the room with one side of the window about 1 in. from the corner. Do you have any suggestions as to the type of draperies we could use on these windows? — *Sister Administrator.*

**A.** Probably the most practical method for curtaining a hospital corner window is to use one-way traverse rods with heavy

Fiberglas draperies. Hang either one pair of draperies to each window or one panel on the outside of the window. The material comes in a variety of colors and patterns to add a decorative note to your rooms. A local department store or curtain shop can supply the hardware you need.

**Q.** Can you send us some suggestions on bedrooms for Sisters? — *Pennsylvania Superior.*

**A.** In planning your convent, the Sisters' bedrooms are usually furnished very simply with bed, a desk and chair; a wardrobe and a bookcase may be either separate pieces of furniture or built-ins. Sometimes there is a small sink in each bedroom. They may be just sleeping rooms or study-bedrooms depending upon the needs of your community.

A convent could be made much more pleasant and homelike by the introduction of color in its furnishings, walls, floors, with a cheerful, feminine patterns for draperies and bedspreads. Do the cells all have to be painted the same color? Consider using pastel cement blocks, or washable vinyl wall coverings which come in a variety of colors and textures. One suggestion that will help avoid an institutional look is to paint the corridor white; then paint both sides of the door with the same color as the room. If rooms are painted in different, but harmonious shades, it will add a great deal of interest to an otherwise drab corridor.

#### RENEWING SCARRED DESK TOPS

Of course, a pastor can hire a cook!  
He should look for potential, not experience when

## food service

# Hiring the Cook-Manager

By Thomas J. Farley

Director, School Lunch, City of Milwaukee Schools

● A PASTOR or school administrator is well qualified to hire a cook. He should feel capable because fundamentally he is searching for the same personality which is basic to the make-up of a good teacher. Many principals hesitate to hire cooks for their schools because they themselves don't understand "cooking"; and many parent groups, equally unfamiliar with requirements, are engaging cooks who have only the foggiest idea of the work entailed in the school lunch program.

Perhaps this hesitancy to interview and question cooks arises from a schoolmaster's reluctance to tread on unfamiliar ground. However, the principal of an independent school is better qualified to choose a cook manager for his school than anyone else. He knows the objectives of his school, the temper of the community, the goals of his students, and the personality of his staff. Actually, he is picking just one more staff member—the one who will work with food.

A head cook, frequently termed a "cook manager," is one who can handle quantity buying, menu planning, teaching new cooks the methods of large quantity cookery, evaluating menus, budgeting for equipment, and who can behave professionally in her relationships with children and the teaching staff. The cook manager of a Type A Government lunch program has a much more challenging job than either an a la carte cook or the head cook in some school feeding programs loosely labeled "school lunch." Most a la carte cooks buy much of their foods ready to serve, do little baking, and simply charge enough to cover costs. The cook manager of a Government Type A lunch

program attempts to reduce costs by utilizing commodities and work techniques in such ways that she produces one top-quality meal each day for everyone at the same low price of 25 or 30 cents.

When you are hiring a cook manager, forget all the details of how to bake a cake. Disregard pressure to hire good old Mrs. Malaprop who has raised five fat kids to chubby adulthood. Run from the candidate who has made a "good profit" on the parish fish fry. In short, raise your sights beyond the shadow of the church steeple to find a capable person you will be happy to keep on your permanent school staff.

Too often, principals and Home and School Associations engage an emotional misfit for the kitchen after an unsuccessful and frustrating search for cooking talent. Generally speaking, this occasional bad choice can be blamed on insufficient inquiry into the various talent areas and failure to use available sources of personnel. Quite often school administrators who wish to start a program search for months without being able to find one person who is willing to even apply for the cook's job.

### Qualities to Look For

**Experience.** It's nice to have some, but oftentimes the cook with 20 years' experience has really only one year, 20 times repeated. Here are some questions to ask a prospective employee:

Q. What methods did your last employer use to teach you baking?

Q. How would you teach a new helper to order supplies?

Q. What is the most successful food operation you have ever worked in or heard about; why was it a success?

**Interest.** Is your prospect attempting to get a job at any price, or has she a genuine interest in children and a liking for schooling in general? Would you actually expect anyone to admit

What is her job?

What qualifications?

How to find her?

Who interviews her?

What questions to ask?

How to train a manager?

openly that she disliked schooling and had a closed mind on foods and ideas of child growth and development? Ask these questions.

Q. What kinds of foods do you like; do you ever read about food?

Q. What do you think of a hospital dietitian's job?

Q. Would you, after you learn the school lunch position, care to teach classes for other cooks?

Q. Tell me the items in five complete meals that most children like.

**Adaptability to School.** A cook has daily contact with children, teachers, and the principal. She should be able to understand the over-all school picture in the community, and also how her position is a part of education. An administrator should ask himself whether or not the person under consideration can be depended upon to speak and act in a responsible manner in all the little emergencies which constantly arise in a school.

Q. Do you think children should be permitted to talk in the lunchroom?

Q. How would you go about trying out a new vegetable, lima beans, in the lunch?

Q. If a teacher asked you to explain steam pressure cooking to her for her class, how would you help her?

Q. The Home and School Association wants to use the kitchen to prepare a meal for 300 persons at night, and wants you to work. What do you say to the president?

Q. Should there be a rule that only children with working mothers be allowed in the lunch program? Should these mothers quit work and stay home?

Q. We want reasonable order in the lunchroom, but we also want teachers to have a relaxed lunch period. How much lunchroom supervision can be delegated to upper-grade children?

**Ability to Learn.** It is amazing how frequently school administrators fail to give any kind of a written test to cook manager applicants. In metropolitan systems, a high school diploma, a health examination, and a two-hour written Civil Service exam are often required. There should be some means of judging

**EDITOR'S NOTE:** Under Mr. Farley's direction, the City of Milwaukee Public Schools serve only the Government Type A lunches. The department employs 55 cook managers and 275 hourly cooks who daily serve 20,000 complete meals in 85 schools.



capability and potential in any applicant. It would probably be good to give 15- to 25-minute written tests in each area:

a) *English comprehension.* Aim at general subject matter, not food. Find out if a person knows what she has read, can follow instructions, and make inferences.

b) *Arithmetical computation.* The person must know fractions. Use food in examples, weights and measures. Try evaluating a menu using the School Lunch evaluation sheet for foods.

Many applicants utterly fail to make any sense out of this sixth grade level test. Some administrators will say, "But this person is a good cook; she doesn't need to know arithmetic or technical grammar." No administrator should permit an uneducated cook to enter into duties which effect the daily education of children.

The old wheeze about "good ol' cooks who didn't have much learning" is almost totally a figment of someone's imagination. Any person who takes over the daily nutritional feeding of several hundred children has to be a lot more than just a plain cook. The head cook must be able to plan a varied menu for a month without duplication, purchase intelligently far in advance, teach others methods of work, react capably in emergencies, handle cash honestly and accurately, deal understandingly with children, work co-operatively with teachers, report factually to the Home and School Association, and work loyally for the principal.

#### Where to Find This Gem?

As was mentioned earlier, lack of response to an announcement of a job opening for a head cook is usually due to insufficient distribution of the notice. To get good response, follow some general employment ideas which have proven valuable. Make an effort to tap all sources of supply and place advertisements which will attract rather than frighten applicants. Many women will not answer an ad for a "cook manager" or a "head cook" even though they may be well qualified. Simply inquire for cooks and place one in charge as she grows into the job, or pick one from the group who has leadership characteristics. Many women are hesitant to proclaim that they are ready to take charge of a business.

There are many good places to place advertisements beside the local press. Try the papers in nearby towns; someone may be happy to move into your community. If your school is in a small



Photo, American Mat Corp.

town, you should certainly use the large city press. Radio stations may be glad to announce your inquiry; some do it as a public service.

To get real school lunch cooks, you should ask neighboring schools; frequently they have personnel who are traveling from your own community. Sometimes these schools have a waiting list of cooks.

The local branch of your state employment office may have some person experienced in large scale cookery who has moved into your neighborhood.

The School Food Service Association of your state has a district office, and oftentimes publishes a newsletter that is most helpful to administrator's needing a manager.

#### Training a New Manager

If an administrator starting out on a new lunch program has chosen a head cook and three assistants without any previous experience in this work, there is a way for them to pick up the techniques they shall need before entering into their duties.

Here again, most administrators worry about the wrong things; they think about recipes as a big problem. Actually there is no problem in this area, for each program is given a U. S. Government School Lunch recipe file which has hundreds of complete meals especially adapted for children. The person who can follow directions has half the battle won. The manager must learn how to plan ahead, delegate tasks, co-ordinate jobs, make corrections when necessary, and generally assume leadership. This is far more important in a kitchen of five to ten cooks than being just the "best" cook in the place.

Frankly, leadership—or rather, willingness to assume responsibility—is

much more rare than good cooking ability. We try to get both in our managers, and in a large metropolitan system we have the organization to do this job. Since training programs are not possible in independent schools or schools located in small towns, we would recommend another method: Send your new manager to some neighboring large school which has a lunch program and pay her salary for three weeks so that she can pick up the necessary skills to enable her to perform competently, then your lunch program will begin well from the first day.

She must find out, among a multitude of other things already mentioned, where to buy supplies, delivery schedules, quality grading, school class schedules, and daily job schedules in the kitchen. The new manager who has a few weeks to work with a competent experienced person will gain more in this short time than she will floundering around on her own in a new and strange environment for a year.

But the important advantage of training your new manager in another school is that your school program will function properly from the very beginning. The students will receive tasty and attractive meals at low cost and with a minimum of difficulty. Often, school lunch programs which start from scratch with cooks attempting to learn by experience never do outgrow their initial problems. Indeed, the root of much trouble lies in a bad start.

A smart head cook with a little prior on-the-job training is your best insurance for beginning and keeping up a smoothly running lunch program that provides high-quality and attractive meals within a sound financial structure paying its own way.

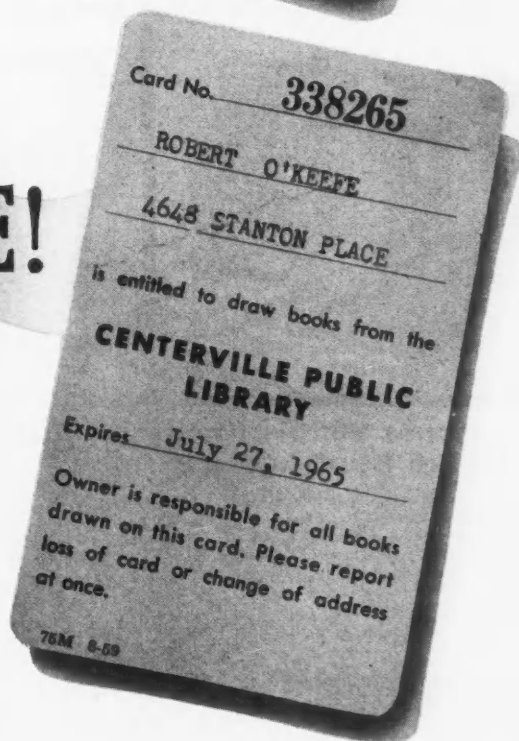
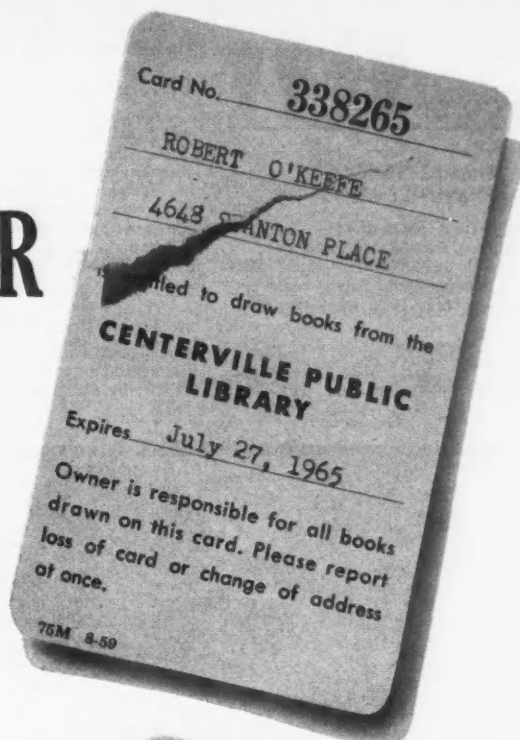


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# News



## SUMMER SCHOOL ANNOUNCEMENTS

The May, 1961, issue of the CATHOLIC SCHOOL JOURNAL carried announcements of summer schools classified by states. The following announcements have been received since the May issue went to press:

### Marquette University

Marquette University, Milwaukee, Wis., for the seventh consecutive year, will offer

a College Skills program for high school students. The course begins on June 19.

### University of Notre Dame

Among the numerous courses at the University of Notre Dame, Notre Dame, Ind., during the coming summer is a graduate program for religious leading to the degree of Master of Business Administration. Information concerning all summer school courses—June 19–August 3—and bulletins may be obtained from Rev. Joseph S. McGrath, C.S.C., Director of Summer Session.

### St. John's University

St. John's University offers graduate and undergraduate courses in all departments during the summer of 1961. For informa-

tion write to: The Director of Summer Sessions, St. John's University, Grand Central and Utopia Parkways, Jamaica 32, N. Y.

### St. Mary's University

St. Mary's University will offer, in addition to its usual numerous courses, a special quality program in Student Personnel Services, June 7 to August 25. These courses lead to a Master of Arts in Student Personnel Services. Write to the Dean of the Graduate School, Dept. of Education, St. Mary's University, 2700 Cincinnati Ave., San Antonio 28, Tex.

## AD MULTOS ANNOS

★ REV. CHARLES N. KREMER, S.J., on April 23, in Gesu Church, Milwaukee, Wis., offered a Mass in commemoration of the 70th anniversary of his entrance into the Society of Jesus. The anniversary was on April 6, but illness postponed the commemorative Mass. Father Kremer, who has been at the Gesu Church for 43 years, entered the order at Blybeek, Holland, April 6, 1891.

★ MOST REV. WILLIAM L. ADRIAN, Bishop of Nashville (Tenn.) recently celebrated triple anniversaries. On April 15 he observed his 50th anniversary as a priest and on April 16 his 78th birthday and the 25th anniversary of his consecration as Bishop of Nashville.

★ BROTHER EUGENE JANSON, S.M., vice-principal and registrar at St. Mary's School, St. Louis, Mo., observed the 25th anniversary of his entrance into the Society of Mary, on April 28. Brother Janson, who has a master's degree in sociology from St. Louis University, has served on the executive board of the American Catholic Sociological Society. He is a co-author of *Living Now*, an outline of high school sociology.

★ BROTHER VINCENT HINDERSCHIED, C.S.C., celebrated his golden jubilee as a Brother of Holy Cross in New Orleans, La., on April 23. Brother Vincent is the oldest-ranking member of the Southwest Province of the Holy Cross. He has been a noted teacher of mathematics in the New Orleans area. For 20 years he directed Holy Cross Camp at Waveland, Miss.

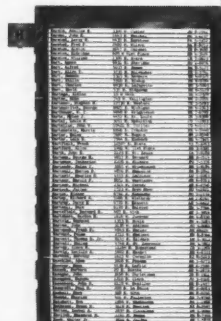
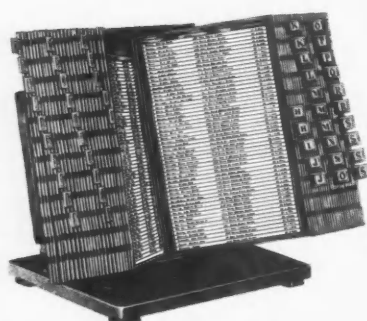
★ BROTHER BARNABAS HILARY, O.F.M., celebrated his 60th anniversary as a Christian Brother, March 18, at Troy, New York. Brother Hilary taught in a number of parochial schools conducted by the Christian Brothers in New York City, Brooklyn, and Cleveland.

★ REV. HUGH F. GATELY recently celebrated his golden anniversary in the priesthood, at Hubbard, Neb. He has held various positions as an assistant, and has been serving as pastor of St. Mary's Parish in Hubbard since 1939.

★ REV. JOHN J. BUCHANAN recently celebrated the 25th anniversary of his ordination to the priesthood, at St. Paul, Minn. After World War II, he became administrator of St. Andrew's parish in St. Paul, and was named pastor of Holy Childhood when the parish was founded in 1946.

★ VERY REV. MICHAEL H. PATHE, C.Ss.R., celebrated the golden jubilee of his religious profession, at Pine City, Minn. He is now rector at St. Gerard's Mission House in Pine City.

(Continued on page 68)



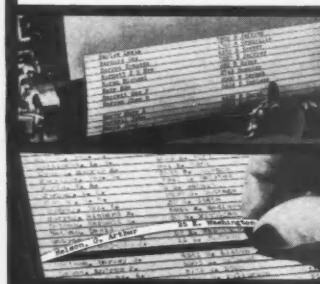
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## NEWS

(Continued from page 66)

★ Three Sisters of St. Joseph of Newark marked the golden anniversary of their entrance into religious life, at New York, N. Y. MOTHER ATHANASIUS, provincial of the Congregation, has had teaching assignments at St. Joseph's School for Boys in Englewood, N. J., and at St. Mary's Institute for the Blind in Lansdale, Pa. SISTER AILBE spent the majority of her time working with blind people and orphans, and also conducted a grammar and high school. SISTER DE LOURDES, has held several posts in hospitals, and at present, Sister is su-

perior at the generalate house at Mount Saint Joseph, Spring Lake, N. J.

★ BROTHER RAPHAEL, C.F.X., a member of the Xaverian Brothers of the Cardinal Hayes teaching staff in the Bronx, N. Y., celebrated his silver jubilee, April 16. During his teaching career, Brother Raphael has taught at schools in the Brooklyn area, Kentucky, Maryland, and Maine. At present, he teaches English and religion at Cardinal Hayes School.

★ MOTHER M. AMBROSE, C.S.J., celebrated the golden jubilee of her religious profession at Chicago, Ill. Superintendent of St. Joseph's Home for the Friendless for the past 20 years, Mother Ambrose works with needy children in Chicago.

★ SISTER MARIA ALGIS observed her golden jubilee as a Franciscan Missionary of Mary, March 25, at Holy Family Convent, North Providence, R. I. Except for a trip to Rome for her silver jubilee in 1936, Sister has spent her entire religious life in the United States.

★ BISHOP ALOYSIUS J. WILLINGER, C.Ss.R., of Monterey-Fresno, recently celebrated his golden jubilee in the priesthood. Bishop Willinger was consecrated Bishop of Ponce, Puerto Rico, on October 28, 1929, and became Bishop of Monterey-Fresno upon the death of Bishop Philip G. Scher on January 3, 1953.

★ Five jubilarians recently observed the anniversary of their entrance into the religious life. The diamond jubilarians were SISTER M. JOSEPH, formerly directress of Good Council Academy, and SISTER M. PATRICIA, formerly dietitian at Holy Family Convent. Celebrating her golden anniversary was SISTER M. CECILIA, formerly professor of history at Good Council College. The two silver jubilarians were SISTER M. JOAN, mistress of novices at Good Council and SISTER M. SCHOLASTICA, on the staff of St. Francis de Chantal School. All these Sisters practice their religious life in New York City.

★ Six diocesan priests marked their 25th anniversaries in the priesthood, April 11, at Springfield, Ill. The priests are: Rt. Rev. MSGR. WILLIAM F. HAUG, chancellor of the diocese, Springfield; REV. CASIMIR W. ANDRUSKEVITCH, superintendent of the Catholic Children's Home, Alton; REV. RALPH S. GUIDO, pastor of St. Joseph's Church, Benld; REV. PETER KLUMBY of St. Mary's Church, Mt. Sterling; REV. JOSEPH MILLER, pastor of St. Peter and Paul Church, Springfield; and REV. CASIMIR T. TOLIUSIS, pastor of St. Benedict's Church, Auburn.

★ Rt. Rev. MSGR. ANTHONY KREIMER celebrated the 50th year of his ordination, April 3, at Dryersville, Iowa. In 1932 he was named pastor of St. Peter and Paul parish at Sherrills Mound, Iowa, and in 1951 he retired.

★ BROTHER FRANCIS MEDER, S.M., celebrated his 50th anniversary as a religious in the Society of Mary on March 25 at Pittsburgh, Pa. He has taught and worked in a half dozen states where the Marianists operate institutions, and in Hawaii before its statehood. For the past nine years, he has cared for the cafeteria at North Catholic High School in Pittsburgh.

★ SISTER LEONIDAS RATTACHER marked her 99th birthday last month. She is probably the world's oldest typist. She entered the convent at 14, taught in Catholic schools until she was 50, and then returned to her convent in Tyrol, Innsbruck, Austria, where she teaches shorthand and typing.

★ Three Holy Cross Brothers of the Southwest Province will celebrate their silver jubilee on August 16. They are: BROTHER SALVATOR ESPOSITO who for 20 years has been at Holy Cross School, New Orleans holding several offices including that of rector; BROTHER CAMILLUS KIRSCH who for 16 years served Father Gibault School for Boys at Terre Haute, Ind., as teacher, prefect, assistant director, and director; BROTHER MYRON ROES who was born in Holland, has been prominent in conducting the affairs of St. Edward's University, Austin, Texas.

(Continued on page 71)



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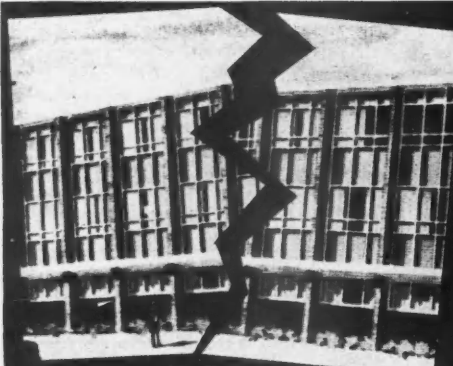
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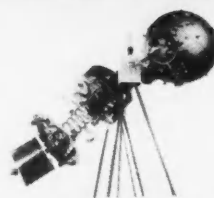
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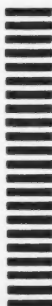
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## NEWS

(Continued on page 68)

★ **BROTHER V. JULIUS, F.S.C.**, instructor in Romance languages at St. Mary's College (Calif.), observed his 50th anniversary as a Brother on April 29. Brother Julius, who is 71 years old, was born in Spain; at the age of 13 he went to Cuba; at age 17 he became a student at St. Mary's College (Calif.). He is the first Spaniard to become a Christian Brother in the United States. He has been a teacher or administrator in a number of schools in California—including many years at St. Mary's College. More than 20 years of his career have been spent as a prefect in several high schools and the college.

★ **REV. PETER P. KICHINKO** marked the silver anniversary of his ordination to the priesthood on March 29, at Hartford, Conn. Father Kichinko served in Byzantine Rite parishes in Pa., Ind., N. J., and Conn. before his present assignment as pastor of St. Nicholas Greek Catholic Church in Hartford.

## HONORS AND APPOINTMENTS

### New President of Classical Assoc.

**DR. CHAUNEY E. FINCH**, professor of classical languages at St. Louis University, is the new president-elect of the Classical Association of the Middle West and South.

### An Outstanding Scientist

**REV. JAMES HALLENBECK, O.S.B.**, head of the science department of the Abbey School at Canon City, Colo., has received the distinction of being included among the elite scientists of America listed in the new edition of *Leaders of American Science*.



**Rev. Luke James Hallenbeck, O.S.B.**

Father Hallenbeck has been a professor of science at the Abbey School since 1948, achieving outstanding success in guiding students in original research in which they have won national and international recognition. In 1958, an Abbey School student, John Friede, won the grand award at the Colorado State Science Fair and fourth place in the national fair at Flint, Mich. In both 1959 and 1960, another one of Father Hallenbeck's students, Martin Murphy, took state honors and fourth place nationally. In 1959, Murphy also won the American Medical Association's first award, and in 1960 he won second place

(Continued on page 72)

# LANGUAGE TEACHERS!

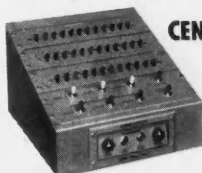
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## NEWS

(Continued from page 71)

in the American Chemical Society's competition. The U. S. Department of State gave Murphy an expense-paid trip to Berlin, Germany, to exhibit his project. Father Hallenbeck accompanied him. This spring two other Abbey School students, Gary Hartman and Stephen Ballentine, won grand award and second place in the regional fair and the privilege of attending the national convention in Kansas City.

Father Hallenbeck is chairman of the science section of the American Benedictine Academy, and a member of the American Association for the Advancement of Science, the American Institute of Biological

Officers of National Catholic Kindergarten Association try out blot printing at the convention's Art Resource Center.



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Science, and the American Cancer Society. His special fields of research are hematology, endocrinology, radiation biology, and biochemistry.

### Cornell Awards Doctorate

REV. GERARD A. PILECKI, C.S.B., was awarded the degree of Doctor of Philosophy at the February convocation at Cornell University. Father Pilecki is assistant professor of English at St. Thomas More College, University of Saskatchewan, Saskatoon. His doctoral dissertation dealt with the later writings of Irish dramatist, George Bernard Shaw.

### Nun to Study in France

SISTER M. PAULETTE, R.S.M., head of the French Department at St. Xavier Academy, Providence, R. I., has been chosen to study at the 1961 summer seminar for teachers of French at the University of Paris. During the eight-week period Sister will also visit the cultural centers in the province.

### Sisters Receive Doctorates

Five Sisters of Charity received honorary degrees of Doctor of Pedagogy at St. John's University, New York, N. Y. The Sisters honored were SISTER CATHERINE, D. C., visitatrix of the Western Province of the Daughters of Charity, St. Louis, and four mothers general of the Sisters of Charity: MOTHER S. MARIA, S.C., mother general of Sisters of Charity of Halifax; MOTHER J. MARIE, S.C., mother general of Sisters of Charity of Convent Station, N. J.; MOTHER M. CLAUDIA, S.C., mother general of Sisters of Charity of Greensburg, Pa.; and MOTHER M. OMER, S.C., mother general of the Sisters of Charity of Cincinnati, Ohio.

### University Head Elected

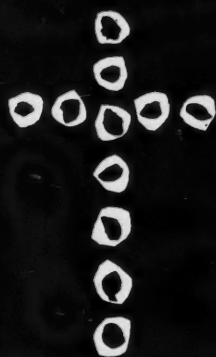
FATHER W. P. DONNELLY, S.J., president of Loyola University of the South, New Orleans, La., has been elected to the executive committee of Independent College Funds of America. The organization is the co-ordinating center for 40 states and regional associations representing 491 private accredited colleges.

### A Guggenheim Fellowship

REV. NORMAN F. MARTIN, S.J., a teacher of Latin American and Spanish history at the University of Santa Clara (Calif.), has received a Guggenheim Fellowship for special study which will take him to Madrid, Seville, Paris, Bologna, and Mexico

(Continued on page 74)





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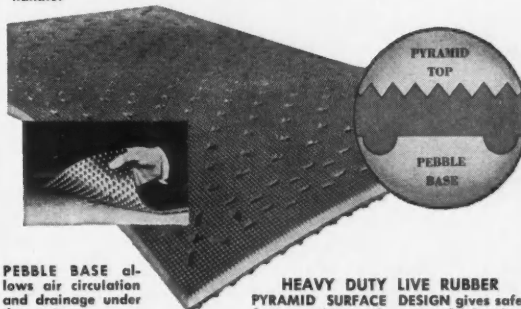
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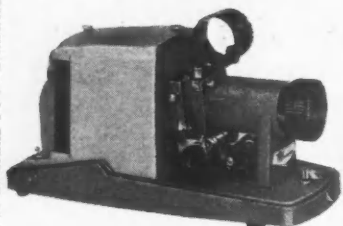
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## NEWS

(Continued from page 72)

in search of Spanish manuscripts to throw light on the problem of the unemployed in Colonial Mexico in the seventeenth and eighteenth centuries. In 1957 he completed a similar study for the sixteenth century.

## Spiritual Director Named

REV. ALBERT C. ZUERCHER, S.J., superior of the Jesuit community at Marquette University, Milwaukee, Wis., since 1953, has been named spiritual director of Jesuit college at St. Bonifacius, Minn.

## Dean Elected National President

REV. EDWARD A. MAZIARZ, C.P.P.S., academic dean of St. Joseph's College, Ind., was named, April 5, as national president of Delta Epsilon Sigma, national scholastic honor society. The society has chapters on 85 Catholic campuses and its membership exceeds 6000.

## SIGNIFICANT BITS OF NEWS

**American Institute of Physics**

An engineer and business executive who has served his profession internationally and well, Dannie N. Heineman, has received a certificate of appreciation from the American Institute of Physics for his "interest in advancing the science of physics" by establishing the Dannie Heineman Prize for Mathematical Physics and for providing funds for the Niels Bohr Library.

The Niels Bohr Library will be housed in a new addition to the A.I.P. headquarters building at 335 East 45th St. in New York City which will be built this year. The new library will include volumes on the history and philosophy of physics and a center for A.I.P. activities on the history of physics.

The A.I.P. is a federation of the principal physical societies in America, including American Physical Society, Optical Society of America, Acoustical Society of America, Society of Rheology, and the American Association of Physics Teachers.

### Merit Scholarships for 1961

Nearly 1000 students from high schools in the U. S. have been awarded Merit Scholarships to the college of their choice for four years beginning in the fall of 1961, and about 140 students were named Honorary Merit Scholars.

The competition began in March, 1960, when the National Merit Scholarship Qualifying Test was given in some 15,000 schools. The winners were chosen from nearly 10,000 finalists who had attained very high scores on the qualifying test and on a second examination.

### Lay Sisters' Institute

The first U. S. foundation of a religious group of Spanish women who wear no special uniform has been established in Miami, Fla.

The Institute's members, known as "Teresians," wear a medal of the transfixing heart of St. Teresa of Avila. Members take perpetual vows of poverty, chastity, and obedience and are required to follow

(Continued on page 76)

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## NEWS

(Continued from page 74)

some course of secular study in order to obtain a university degree or other professional qualification. The institute has houses in 18 countries and in the Philippine Islands.

### Catholic College in New Delhi

The way has been cleared for the establishment of the first Catholic women's college in New Delhi, India. Delhi University has accepted the offer of the Society of the Congregation of Jesus and Mary to set up the college. In India a college must be affiliated with a university to have its courses recognized, and the degrees are granted by the university itself, not the college.

### Scholarship Fund Named

A scholarship fund was named at Columbia University, New York, N. Y., for Col. Joseph M. Murphy, founder and director since 1925, of the Columbia Scholastic Press Association. The association was established to give recognition to outstanding school journalists through annual contests.

### Secular Institute Started

Bishop Maurice Schexnayder of Lafayette, La., has organized a diocesan secular institute for single women, known as the Bishop's Helpers.

The first members include a school teacher, parish secretaries, a reporter, store clerks, and a rectory housekeeper. Members will be required to take a temporary vow of chastity, to be renewed every year; a pledge of relative poverty (less strict than the traditional vow); and a pledge of obedience to the Bishop of the diocese, similar to that taken by diocesan priests at their ordination.

## COLLEGES AND UNIVERSITIES

### School Named for Bishop

James Francis Cardinal McIntyre dedicated Bishop Gracia Diego High School, at Santa Barbara, Calif., named for California's first Bishop. The new school is built on 25 acres along El Camino Real between Mission Santa Barbara, where Bishop Diego is buried, and Mission Santa Ines, where he established California's first seminary.

### Co-Educational School

It was announced by Father P. A. Donohoe, S.J., university president, that the University of Santa Clara will admit women in all departments for the fall semester, 1961. The decision, reached on the 110th anniversary of the Jesuit university, will make Santa Clara the first Catholic co-educational institution of higher learning in California.

### College Charter

The Massachusetts Board of Collegiate Authority has granted the former Sacred Hearts School of Education in Fall River, Mass., a college charter, the provincial of the Religious of the Holy Union of Sacred Hearts. The institution will be known as the College of the Sacred Hearts.

(Concluded on page 77)



## NEWS

(Concluded from page 76)

### Jesuits Open University

The new Central-American University, the 24th Catholic University in Latin America, will be opened by the Jesuits in June with students of law, engineering, business administration, humanities, and psychological studies.

The university expects an initial enrollment of between 150 and 200 students—100 of them on scholarship grants. The faculties will include not only Jesuits, but lay professors and members of other religious orders, as well.

### College Granted Affiliation

Elizabeth Seton College, Westchester, N. Y., a new junior college for women, has been granted affiliation with the Catholic University of America and membership in the National Catholic Education Association. The new junior college, which will open in September of 1961, is now receiving applications for its first freshman class. Catholic University affiliation is granted to colleges after examination and approval by the university of their program and course of study.

## SCHOLARSHIPS

### Graduate Scholarships

Fulbright scholarships for graduate study or pre-doctoral research in 32 countries will be available to some 800 graduate students for the academic year 1962-63, according to an announcement by the Institute of International Education which administers the scholarships for the Department of State.

In addition to the above, awards for graduate study in Latin America under the Inter-American Cultural Convention and for graduate study in Ireland under the Scholarship Exchange Program between the U. S. and Ireland for 1962-63. Applications for the latter scholarships are now available. Applications for Fulbright scholarships must be postmarked by October 15, 1961.

The headquarters address of the Institute of International Education is 1 East 67th St., New York 21, N. Y.

## CONTESTS

### Science Talent Search

Science Clubs of America, Washington 6, D. C., is conducting a Science Talent Search for the seniors of 1962. If a 1962 high school graduate is planning a career in science, he will want to take advantage of the opportunities offered in this contest. In the past 20 years, more than 6374 students, because of their standing in the Science Talent Search, have been offered educational aid from many sources. Entering students have a chance to win trips to Washington, and share \$34,250 in scholarships and awards. They will also be recommended for admission and support in college.

A written report of about 1000 words on the subject, "My scientific Project" should explain your desire of further exploring science. Complete details can be obtained by writing Science Clubs of America, 1717 N. St., N. W., Washington 6, D. C.



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Report of the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School—a commission of the C.E.A. Paper, 160 pp., \$1.25. Rand McNally & Co., New York, N. Y.

The Commission reports that few high school graduates have the skill needed for independent study; that teachers waste two thirds of their time on tasks that could be performed by other persons or by automated devices; that there should be offered basic content for all students and depth content for students superior in a certain field; schoolhouses should be arranged so that 40 per cent of the students' time can be spent in groups of from 100 to 300 students; about 40 per cent of a students time should be spent at creative, independent work.

### Curriculum for Mentally Handicapped

*Religion Curriculum for the Mentally Handicapped*, the fifth in the St. Coletta's series, covers doctrine, Bible stories, and prayers to be taught to children with mental ages from 3 to 12 years.

These books have been prepared jointly by the faculties of the five schools for the mentally retarded conducted by the Sisters of St. Francis. The other four are on: *Art Education Crafts, Arithmetic, Music*. Other monographs in preparation will deal with social studies, language arts, physical education, reading, occupational training, job placement, and speech improvement.

These monographs may be obtained from Cardinal Stritch College, 3195 S. Superior St., Milwaukee 7, Wis.

### Peace Corps Bulletins

*Peace Corps Fact Book, Private Voluntary Agencies and the Peace Corps*, and *Educational Institutions and the Peace Corps*, are three bulletins which may be obtained from Peace Corps, Washington 25, D. C.

These bulletins are available to educational institutions and other public and private organizations and to interested individuals.

### Magazine to Debut

*The Catholic Market*, a new trade magazine, will be published beginning in October by the *Catholic Digest* magazine. *The Catholic Market* will go to 35,000 in Catholic diocesan purchasing offices, institutions, schools, colleges, and parishes.

### New Testament Reading Guide

Edited by Rev. Barnabas M. Ahern, C.P., Mother Kathryn Sullivan, R.S.C.J., and Rev. William G. Heidt, O.S.B., The Liturgical Press, Collegeville, Minn., 1960, 14 vols.

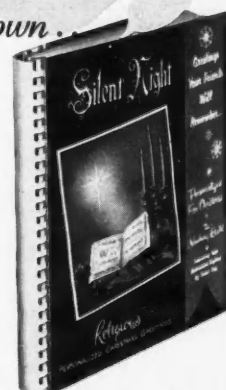
This new series of texts dealing with the New Testament has been hailed rightly for bringing the conclusions of modern Catholic Biblical scholars within the reach of

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Here we are concerned simply with Father Roderick A. MacKenzie's *Introduction to the New Testament* and with the com-

(Concluded on page 80)

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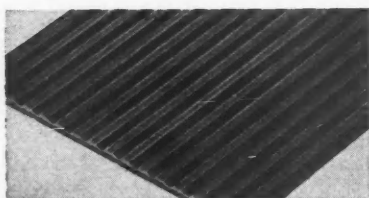
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## NEW BOOKS

(Concluded from page 78)

mentaries of Fathers Gerard Sloyan, Carroll Stuhlmueller, David Stanley, and Raymond Brown on the Gospels of Mark, Luke, Matthew, and John respectively. Father MacKenzie's introduction is superb, giving the reader an excellent picture of the political and religious background against which the New Testament was written. His description of the Apostolic Church and the preaching and teaching of that Church helps the reader see how the writings of the New Testament developed and how they were ultimately received by the Church as divinely inspired accounts of Christ our Lord and of His body, the Church. Father MacKenzie's pamphlet is a gem.

Of the commentaries on the four Gospels, all offer excellent introductions. Yet one gets the impression that Father Sloyan's commentary would have been immeasurably improved had he refrained from a pedantic habit of enclosing within parentheses the Greek terms for many of the expressions found in the Gospel. Inclusion of Greek words is unnecessary and is, in fact distracting. Father Stanley's commentary on Matthew superbly highlights the ecclesiology of the evangelist, yet his commentary on the infancy narrative in chapters 1 and 2 is, to this reviewer, very ambiguous. Does Father Stanley regard the Annunciation and the Magi as fact or story? It is quite hard to determine from his handling of the text. Father Stuhlmueller's presentation of St. Luke's Gospel is unusually good; not only does he help the reader understand the plan of the Gospel, but he reverently shares with the reader what one feels is the result of long years of prayerful meditation on the text. Here it is instructive to compare Father Stuhlmueller's commentary on St. Luke's infancy narrative with that of Father Stanley on St. Matthew's. Father Brown's introduction and commentary on the Gospel of St. John are brilliant. This is by far, one of the outstanding pamphlets in the entire series. St. John's Gospel offers more problems perhaps than any other. With Father Brown's splendid commentary, anyone who wants to gain genuine insights into the text of the most spiritual of all the Gospels, has available a handy, masterful guide.—William E. May.

### Rhymes for Fingers and Flannelboards

By Louise Binder Scott & J. J. Thompson. Cloth, 144 pp., \$2.70. Webster Publishing Co., St. Louis 26, Mo., 1960.

Here is a book that supplies just the information and directions that the primary teacher needs for the many uses she has for finger plays and children's rhymes. The finger plays and rhymes are classified for: birthdays, circus and zoo, city sights, farm, other lands (in English and foreign languages), numbers, holidays, home, fields and woods, make believe, mother goose, activity, quiet times, the seasons, and toyland. Each rhyme is illustrated with suitable drawings by Jean Flowers.

### How We Get Our Mail

By Edith S. McCall. Cloth, 48 pp., \$1.60. Benefic Press, Chicago 39, Ill.

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Action-tested suits in sanforized, washable, colorfast fabrics. Style to suit any taste, sizes to fit every girl, in a variety of colors. PINNIES too, for quick team identification.

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**NATIONAL**



## CHEERLEADER UNIFORMS

Mix or match the dozens of combinations from NATIONAL. You won't find a bigger selection anywhere — skirts, vests, jackets, blouses, sweaters, slacks, and the Princess Dress illustrated — all with the accent on color!

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Where you want nothing to grow



# SS WEED-KILLER

**Gets them fast  
Gets them all  
Keeps them off**

Dolge SS WEED-KILLER is deadly to any weed it hits. After one thorough application of this potent soil-stilant, unwanted plant life can't even get started through the growing season. . . . Safeguards parking lots, terraces, drives, walks, gutters, sand traps, courts, tracks and other areas against ruinous growth. . . .

Reduces fire hazard by eliminating flammable vegetation close to industrial locations. . . . Finishes such hardy pests as poison ivy, wild honeysuckle, bindweed, crabgrass. . . . Cuts ground maintenance costs drastically. . . . One gallon of SS WEED-KILLER in solution treats 1250 square feet on the average.

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**DOLGE**  
WESTPORT, CONNECTICUT

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## Insist on these 10 Important Structural Features

**1 EXTRA DEEP BACKREST**—8½" high provides more form-fitting back support than most competitive chairs — Deep drawn, it features fully curled bottom edge for added strength and occupant safety.

**2 SAVES WALLS** because when feet are against wall, the backrest remains well away and safeguards wall from rub marks and costly maintenance.

**3 THREE FRAME CROSS-BRACES** — two on rear legs and one on front legs insure superior frame stability and rigidity for longer chair life.

**4 SEAT FOLDS WITHIN FRAME** to double frame thickness for flat stacking—more chairs to storage area.

**5 SEAT BRIDGE AND FULLY CURLED EDGE** on apron of seat add over-all seat strength and safety—No sharp edges to tear clothing.

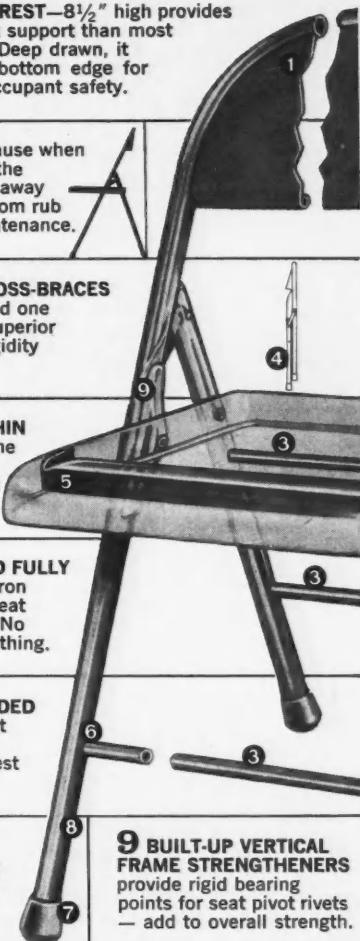
**6 RESISTANCE WELDED FRAME** similar to that used on automobile frames insures greatest strength and rigidity.

**7 SUPER DYLAN FEET** — long wearing molded feet are non-marring and provide firm floor contact.

**8 ELECTROSTATICALLY APPLIED FINISHES** in Standard enamel or Metallic colors . . . free from runs and soft spots.

**9 BUILT-UP VERTICAL FRAME STRENGTHENERS** provide rigid bearing points for seat pivot rivets — add to overall strength.

**10 TEN YEAR GUARANTEE** against structural failures is your assurance of the best investment in folding seating, by far!



**BE SURE you get what you think you're getting!**

To the casual observer, most folding chairs look alike. But what a difference there is upon closer examination! Study the Krueger 901-E features above and you will readily see why they last longer under hardest usage.

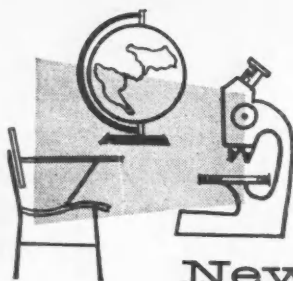
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These Important  
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Cost No More

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Priced Chairs of  
Inferior Quality.

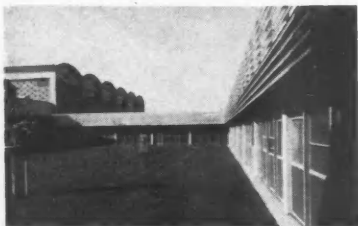




## New Supplies

### PROTECTIVE SUN LOUVERS

Protection from sun glare and storms is provided in Lumishade Fixed Sun Louvers. These aluminum louvers may be used in



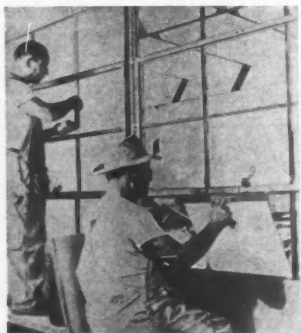
#### Can Be Attached to Building

a continuous run, vertical, horizontal, or as individual awning units, on new or existing buildings. The louvers may be flush mounted, hung from overhangs, or used as sun controls in several ways. They have an attractive appearance and installation costs are low. Ask for an illustrated brochure from Mapes Industries, Inc., Lincoln, Neb.

(For Further Details Circle Index Code 0159)

### SHATTERPROOF WINDOW PANES

Shatterproof plastic window panes, either clear or tinted, are offered by the Auburn Plastic Engineering Co., Chicago 19, Ill. To be used for windows or skylights, these panes will resist vibration, twisting, thermal expansion, and even the impact of flying stones. The panes come in a wide variety of sizes, adaptable to both wood and metal



#### Clear or Tinted Plastic

sash. Installation, similar to regular window panes, may be done simply and rapidly by regular maintenance personnel. Send for details.

(For Further Details Circle Index Code 0160)

### NATIONAL SCHOOL CALENDAR

The Riegler Press, Flint 1, Mich., is offering a national school calendar published especially for administrators of schools (public and parochial) colleges and universities. This calendar is 5½ in. by 8½ in. and costs \$1.35, with discounts on quantity orders. Write for a 4-page order blank which also lists teacher's daily lesson plan books and class record books.

(For Further Details Circle Index Code 0161)

### ROUND READING TABLES

Kenney Brothers, Inc., Winchendon, Mass., an affiliate of Desks of America, Inc., has announced a new line of DK-200 round reading tables. The tables have



#### In Several Heights

plastic tops available in a wide choice of decorator colors, and in heights from 20 to 30 in. Send for the firm's new color catalog commemorating its 75th anniversary in the school furniture industry.

(For Further Details Circle Index Code 0162)

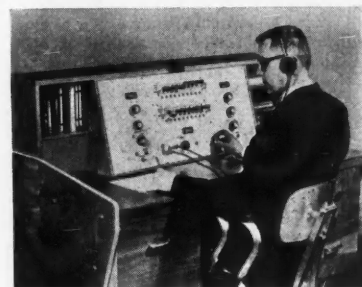
### NEW SCIENCE FILMS

High quality educational films for the elementary and high school sciences are now being offered by Cenco Educational Films, a new division of Cenco Instruments Corp., Chicago, Ill. The new division is now producing several series of 15-minute, 16mm. color sound films covering elementary sciences, physics, geometry, and chemistry. Some film series for high school use are: "Discovering Solids," "Exploring by Satellite," and "Nuclear Radiation." Each film has an associated color 35mm. filmstrip, produced simultaneously, designed for schools now using filmstrip teaching techniques and for teacher's lesson planning.

(For Further Details Circle Index Code 0163)

### LANGUAGE LABORATORY

The Edwards Co., Inc., Educational Equipment Division, Norwalk, Conn., has introduced a new language laboratory system including teacher's control console and student booths. A feature of the teacher's



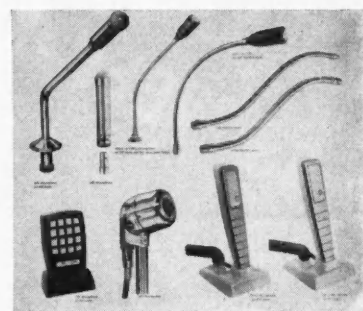
#### Color-Keyed Panel Board

unit is control knobs for each master lesson channel color-keyed to match the tape units they control. The system produces flexible multi-channel programming, and dual-track tape recording and playback equipment which eliminates the need for mass duplication and bulk erasing accessories. From the master console, up to four separate lessons can be broadcast to any desired combination of student booths. The instructor's desk-style console houses lesson channel controls, student selector switches, amplifiers and tape playbacks in one unit. Two types of student booths are wired for "listen-respond" or "passive" participation.

(For Further Details Circle Index Code 0164)

### LANGUAGE LAB MICROPHONES

A new microphone has been designed at modest cost for use in language laboratories. Electro-Voice, Inc., of Buchanan, Mich., offers the model 624LL with high-



#### Come in Several Styles

level, wide-range response. The microphone, with concealed cable, may be mounted on a fixed boom or flexible gooseneck, as pictured. Also shown are five rugged microphone models, all of which are adaptable to various language labs and classroom uses, including hand-held, desk-top, and lavalier styles. Send for the free bulletin 287 for complete details.

(For Further Details Circle Index Code 0165)

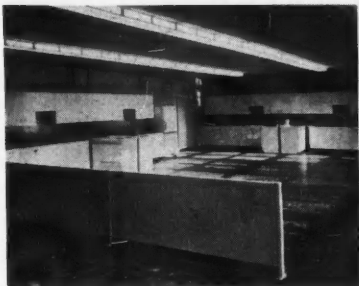
## READING SKILL MATERIAL

New materials for individualized development of reading skills in third grade are now available from Science Research Assoc., Inc., Chicago 11, Ill. The new learning materials are multilevel to deal with various levels of ability, and to enable each child to start at his current level and progress as far and as fast as his learning rate permits. The teacher guides small groups of students in reading one of 13 Power Builder Starter selections. The materials include: 200 Power Builders graduated in length of story, sentence structure, and word difficulty; 142 phonic elements, aimed at developing phonic skills; and 32 Listening Skill sessions to help children understand what they hear.

(For Further Details Circle Index Code 0166)

## STEEL KITCHEN CABINETS

Steel cabinets by Youngstown Kitchens are part of the home economics equipment at the Elwyn Training School, near



Attractive Home Ec Lab

Philadelphia, Pa. This 42,000 sq. ft. school building was erected and furnished at a cost of \$15.26 per sq. ft., including site development and architect fees. The steel cabinets, which feature drawers mounted on nylon glides, and laminated countertops, are easy to keep clean, and resist mars, stains, heat, and warping. Send for information from Youngstown Kitchens, a division of American Standard, Warren, Ohio.

(For Further Details Circle Index Code 0167)

## READY-KNOTTED TIE

A practical, ready-knotted tie for boys is available from the B. D. Rose Co., parochial school suppliers of Philadelphia. A plastic hook in back of tie fits over front of shirt collar, while white plastic stays go under the collar. The Redi-Knot Tie fits well and looks neat. It is available in all colors in poplin, washable dacron, or crocheted knit. Sizes to fit all boys. Samples can be ordered without obligation.

(For Further Details Circle Index Code 0168)

(Continued on page 84)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

JUNE, 1961



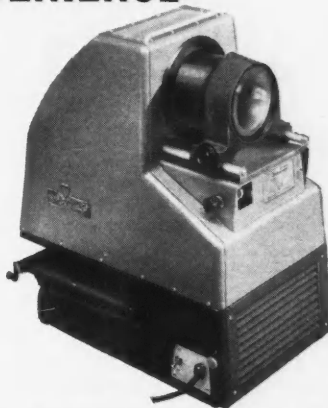
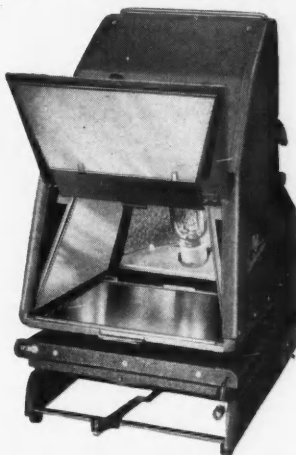
## AO OPAQUE DELINEASCOPE

### LIGHTER AND BRIGHTER

AO's New High Speed Opaque Delineascope projects a brighter image than any other opaque projector. Improved, large-diameter, coated projection objective delivers a full 145 lumens to screen. You have clearer image definition in tone, contrast and detail... from edge to edge, from corner to corner of the screen. And, it's lighter than ever... only 29 lbs.


### RIGHT SIDE CONVENIENCE

New, modern styling and design places all adjustments on the right side of the instrument... where they belong. You operate switch, focus knob, optical pointer and handy roll feed... quickly and easily. Extra deep copy platform positions and locks instantly at any desired level... accommodates material up to 2½ inches thick. Every detail has been planned for your convenience.



### SERVICEABILITY

Large hinged access door makes it easy to replace bulb and clean reflecting mirrors. All-glass reflecting mirrors will not tarnish or deteriorate. AO's exclusive glass reflecting surfaces plus sturdy "unitized" construction assure projection precision that will withstand vigorous classroom use. You can be sure that your AO Opaque will still produce the brightest screen image, even after years of service.



**American Optical Company**

SPENCER INSTRUMENT DIVISION, BUFFALO 13, NEW YORK

Dept. T-256

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☐ Please have my AO Sales Representative set up a demonstration.

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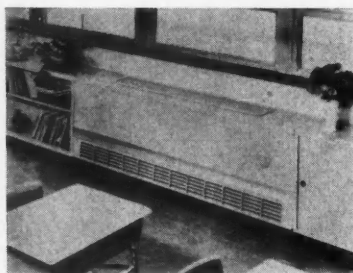
Mason Candies, Inc., Mineola, L. I., N. Y.

## New Supplies

(Continued from page 83)

### ELECTRIC UNIT VENTILATOR

The new Chromalox unit ventilator series is designed to provide heating, natural cooling, and ventilation in new or remodeled schools. Series NU models are available in varying lengths, according to CFM air and KW heating capacity, but



### Slimline Cabinets

all are only 13¼ in. deep by 26 in. high. The all-electric units eliminate the need for boiler rooms, pipes, ductwork, and chimneys. Occasional changing of filters is the only custodial care required. Write Edwin L. Wiegand Co., Pittsburgh 8, Pa., for details.

(For Further Details Circle Index Code 0169)

### HIGH SPEED TAPE DUPLICATOR

Model M-10 tape duplicator can produce high quality duplicates of master tapes for use in language laboratories. The duplicator, which may be operated by non-technical personnel, records at a speed of 30 in. per second (150 ft. per minute). A model was recently installed by New York



### Copies of Master Tape

University for its 117-position language laboratory. The duplicator is a product of Magnetic Recording Industries, a subsidiary of Thompson Ramo Woolridge, Inc., Englewood Cliffs, N. J. This company has recently announced the formation of a new Educational Electronics Division for the marketing of Dage education television and MRI electronic laboratory equipment.

(For Further Details Circle Index Code 0170)

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IN HALF THE TIME

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"HIGH" WINDOW  
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### EASY TO OPERATE features

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reach heights of 66 feet, reduce  
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wash windows, edges and corners  
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of costly accidents due to fall-  
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consuming erection of scaf-  
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FACULTY MEETING TUESDAY 9:30 A.M.

P.T.A. MEETING FRIDAY 7:30 P.M.

FRIDAY SOCIAL 7:00 P.M. GYM

BASKETBALL SATURDAY AT KINGLY HIGH  
FRESHMEN 1:00 P.M.  
VARSITY 3:00 P.M.

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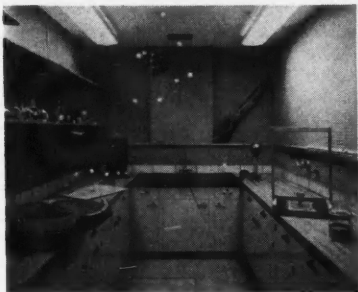
## ELEMENTARY FRENCH COURSE

The Heath de Rochemont Corp., Boston 16, Mass., is offering a complete first-year Parlons Francais course, intended for third or fourth grade use. It consists of: a set of sixty 15-min., sound-film lessons available in either full color or black and white, on 8mm. or 16mm. film; a set of eight 15-min., sound-film programs, also available on either 8mm. or 16mm., color or black and white; and sets of teacher preparation recordings on long play or tape, and teacher's guides for the course. For students use there are 25 sets of 40 practice and drill recordings, and 25 audio-lingual activity books. The complete package also includes a high-fi record player and 8mm. transistorized sound projector for those who select 8mm. films. Send for details.

(For Further Details Circle Index Code 0171)

## SCIENCE PROJECTS AREA

A projects area, 8 by 10 ft., is a feature of the physics department of St. Charles (Ill.) high school. Designed and equipped by the St. Charles Mfg. Co., makers of custom cabinetry, the room will serve 12 students, who are working on special re-



Serves 12 Students

search or experimental projects. Each student has a storage compartment and drawer that can be locked. Gas and electric outlets are wall mounted; walls are paneled with pegboard so shelving may be adjusted as needed. The storage units are of heavy gauge steel, with bonderized enamel finish and chrome plated hardware. Positive stops prevent accidental removal of drawers. Alberene stone sinks and worktops are included.

(For Further Details Circle Index Code 0172)

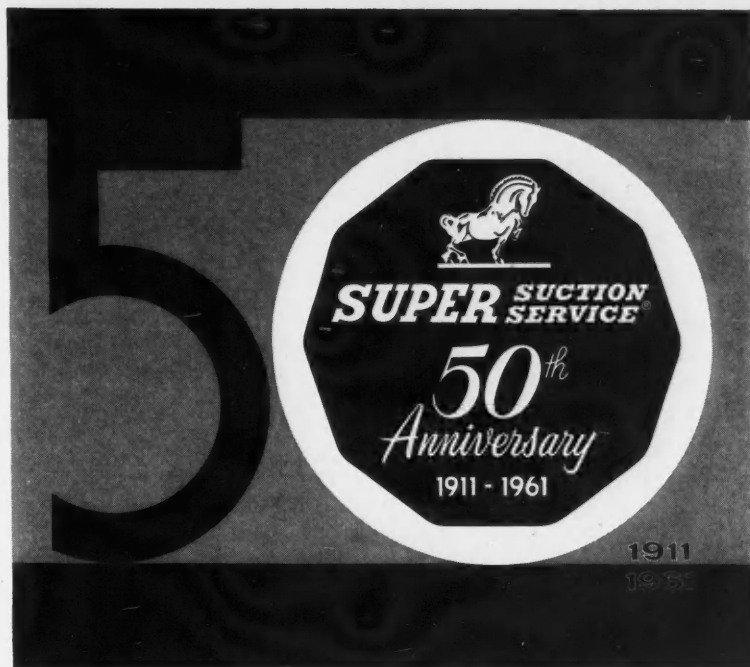
## COMPACT ELECTRIC TYPEWRITER

A new model compact electric typewriter has been introduced by Smith-Corona Marchant, Inc., New York 22, N. Y. The "Electra 12" is half the weight and size of conventional office electrics. It has a 12 in. carriage and the standard 88-character keyboard with manual carriage return. Regular price is \$184.50, with a special school price of \$154.50. Write for details.

(For Further Details Circle Index Code 0173)

(Continued on page 86)

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# 50 YEARS OF PROGRESS IN THE SUCTION CLEANER INDUSTRY

- The outstanding improvements in heavy duty suction cleaners during the past 50 years appeared first in Super Suction machines.
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- Today, Super offers precision-built cleaners in models to meet every large and small area cleaning task in public buildings, schools, institutions, stores, churches, theatres, factories—wherever a powerful machine for wet and dry pickup and blowing is required.
- Today's Super—with its exclusive special motor—entirely built in our own shops—is demonstrably the most advanced.
- Responsible distributors all over America and in overseas countries will gladly show you.
- Write for catalogs, data. Tell us your requirements and we will recommend a Super unit for that job.



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